DOCUMENT RESUME

ED 167 925 CG 013 331

AUTHOR	Donahue, Thomas J.
TITLE	Guidance Resources for Counselors and Administrators in International Schools.
INSTITUTION	Michigan State Univ., East Lansing. Inst. for International Studies in Education.
PUB DATE	78
NOTE	144p.
AVAILABLE FROM	IISE Publications, Michigan State University, 513 Erickson Hall, East Lansing, MI 48824 ($4.95)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Counselor Role; *Foreign Culture; *Guidance Services; International Programs; Overseas Employment; *Student Exchange Programs; *Study Abroad; *Youth Problems

ABSTRACT

Designed as a guide for administrators who must perform or organize guidance tasks in an overseas school without a counselor, this book is also useful for the professional counselor who seeks to function in an expanded role in an overseas setting. Its purpose is to provide sources of information and ideas for solving guidance-related problems in overseas schools, and to help provide answers to the unique questions asked of counselors abroad. Much of the resource information contained in this guide refers to Europe. This is because many U.S. students choose to study in Europe, and many American schools are located there. Other information, concerning entrance requirements to foreign universities, school directions, health and legal matters and professional sources of support for teachers, counselors and students, is also provided. A lengthy appendix includes several articles on studying abroad, sample school profiles, and further recommended readings. (Author/PK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

D. Heenan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED167925

Guidance Resources

for Counselors and Administrators in International Schools

HARD COPY NOT AVAILABLE

HARD COPY NOT AVAILABLE

by Thomas J. Donahue

Institute for International Studies in Education
Michigan State University

Guidance Resources

for Counselors and Administrators in International Schools

by Thomas J. Donahue

Institute for International Studies in Education
Michigan State University
1978

Library of Congress Catalog Card Number: 77-088127

© 1978 by the Board of Trustees
Michigan State University
East Lansing, Michigan 48824

Printed in the United States of America

This publication may be ordered from the
Institute for International Studies in Education
Michigan State University
East Lansing, Michigan 48824

Price $4.95 in the U.S.
$6.00 overseas
Make check payable to
Michigan State University

CONTENTS

PREFACE v

INTRODUCTION ix

UNIVERSITY ENTRANCE 1

ENTRANCE TO AMERICAN COLLEGES 1
Helping Students Select a College 3
College Entrance Tests 8
Application Procedures 11

COLLEGES WHICH SERVE AMERICANS OVERSEAS 13

ENTRANCE TO FOREIGN UNIVERSITIES 19
Canada 21
France 22
Germany 24
Japan 24
Netherlands 25
United Kingdom 25

SOURCES OF INFORMATION REGARDING FINANCIAL AID FOR COLLEGE . 29

GUIDANCE CONCERNS 36

SOURCES OF OCCUPATIONAL INFORMATION 36

EMPLOYMENT OPPORTUNITIES FOR STUDENTS 38

STANDARDIZED TESTING RESOURCES 39

SCHOOL DIRECTORIES 41
Correspondence Schools 41
Overseas Schools 43
Boarding Schools 45
Schools for Exceptional Children 45
Exchange Programs 47
Summer Schools and Camps for Children 48

SOURCES OF TUTORING ASSISTANCE 52

THE LEGAL STATUS OF AMERICANS ABROAD 54

COUNSELING ASSISTANCE 57

HEALTH CONCERNS 59

CONSULTING CONCERNS 60

SOURCES OF INFORMATION ABOUT DRUG ABUSE AND DRUG EDUCATION . 60

SOURCES OF INFORMATION ABOUT SEX EDUCATION 63

PROFESSIONAL SOURCES OF SUPPORT 65

PROFESSIONAL ORGANIZATIONS WHICH OFFER SUPPORT TO COUNSELORS 65

AMERICAN UNIVERSITIES WITH GRADUATE PROGRAMS FOR TEACHERS AND COUNSELORS OVERSEAS 70

PROMINENT PUBLISHERS OF GUIDANCE MATERIALS 73

RESOURCES FOR KEEPING UP-TO-DATE 77

PROFESSIONAL ORGANIZATIONS AND EDUCATION ASSOCIATIONS . . . 80

IF YOUR SCHOOL DOES NOT HAVE A COUNSELOR 87

PERSONAL-SOCIAL COUNSELOR/CLASS ADVISOR 87

VOCATIONAL INFORMATION COORDINATOR 88

COLLEGE PLACEMENT COORDINATOR/ACADEMIC ADVISOR 88

APPENDICES 91

A. COLLEGE APPLICATION CHECKLIST 93

B. SUGGESTIONS FOR INITIAL CONTACT WITH A COLLEGE FOR INFORMATION 94

C. SAMPLE SCHOOL PROFILE 95

D. "THIRD CULTURE KIDS" by Ruth Useem and Richard D. Downie, from Today's Education, September, 1976 . . . 97

E. "OVER HERE AND BACK THERE: AMERICAN ADOLESCENTS OVERSEAS" by Sidney L. Werkman, from the Foreign Service Journal, March, 1975 103

F. "SCHOOL PSYCHOLOGY IN AMERICAN DEPENDENT SCHOOLS OVERSEAS" by Michael C. Berthold, from Psychology in the Schools, 1976 111

G. "SURVEY REPORT ON COLLEGE GUIDANCE IN THE AMERICAN-SPONSORED SCHOOLS ASSISTED BY U.S. DEPARTMENT OF STATE" by Leo J. Sweeney, from NESA Connection, Spring, 1977 117

H. RECOMMENDED READINGS 122
General Background 123
Overseas Guidance and Counseling 124
Comparative and International Guidance 126

INDEX OF NAMES 127

INDEX 128

PREFACE

Counselors who accept their first overseas assignment frequently find themselves in a lonely professional situation. Only a few international schools maintain more than one counselor for the entire school and many schools have no full-time counselors at all. Support and referral sources usually available in a stateside community from educational, charitable and governmental agencies are lacking. As the only source of help, the counselor is also expected to act as a social worker, psychologist, diagnostician, and consultant for those with learning disabilities, in addition to being a guide to local educational, cultural, and employment opportunities. The counselor is also expected to assist non-American students in obtaining admission to universities in their homeland and to assist Americans who want to remain overseas after graduation to find suitable opportunities for higher education. Staff members frequently turn to the counselor when they want to find opportunities for graduate education or a position in another overseas school.

The administrators of small overseas schools that do not utilize the services of a professional counselor are themselves expected to advise students, provide information, and assist students in college and career choice. Often the administrator is not professionally prepared to perform such guidance activities, nor does he have the time to keep fully abreast of current developments.

This book is designed to be a guide for those administrators who must perform or organize guidance tasks in a school without a counselor and for the professional counselor who seeks to function in an expanded role in an overseas setting. Although it is not designed for stateside use, this book can be used by beginning counselors to obtain practical information not ordinarily taught in counselor training programs. Some overseas parents might also find the book helpful.

Sources of information and professional support are often difficult to locate while overseas. The purpose of this book is to provide sources of information and ideas for solving guidance-related problems in overseas schools, and to help provide answers to some of the unique

questions asked of counselors in overseas schools. It is only meant to give a general introduction and point out sources of information. Effective counselors and administrators will do their utmost to cultivate all available local resources in addition to those listed in this book.

Much of the information in Guidance Resources refers to Europe. The reason for this is twofold. Firstly, an increasing number of students in international schools are third country nationals who will pursue their studies in Western Europe. Secondly, many American overseas schools are located in Europe.

Addresses of certain organizations are repeated many times under different headings for the convenience of the reader. Prices change so rapidly during this era of rampant inflation, that the cost of items under $25.00 is not usually given. The approximate cost of the more expensive items is given in order to help the reader decide on whether or not to inquire further about the item. Individuals overseas who routinely order items from the United States occasionally find that out-of-date price lists may cause the writing of two or three letters to clear up a discrepancy of a few dollars. This frustrating and time-consuming problem can be at least partially avoided by periodically ordering catalogs from all publishers and organizations listed in the back of this book. Use of institutional purchase orders rather than checks for specific amounts is convenient to the buyer, but not agreeable to some vendors, especially when the item costs less than five or ten dollars.

With the aid of a few colleagues, I have been able to produce this guide. If you would share with us, your colleagues, some of the tips, tricks and resources you have found useful for inclusion in a future revision, the result will be a much more comprehensive and useful reference work which should go a long way toward making our collective and individual day-to-day tasks easier. A revised and expanded edition of Guidance Resources is planned for the early 1980's. If you have suggestions for revision or for additional information, or disagree with opinions expressed, or have other sources counselors and administrators should know about, please send your suggestions and information to Guidance Resources, Institute for International Studies in Education, Michigan State University, 513 Erickson Hall, East Lansing, MI 48824 USA. Those whose contributions are used will be listed as contributors in the next edition.

Ms. Vee Bjornson handled voluminous correspondence, kept the

manuscript organized, and typed the drafts and final copy of this book. Without her patient and competent assistance, Guidance Resources would not have evolved. Thanks are also due to Ms. Jean Brannock who played a significant role in typing and keeping the manuscript organized during the final revision.

Special thanks are due to the following individuals for making helpful suggestions: John Bradley, Assistant Principal for Student Personnel Services, International School of Manila; Harold Burran, Legal Advisor, U.S. State Department; Richard Cashwell, Director of Admissions, University of North Carolina; James W. Costar, Professor of Counseling, Michigan State University; Richard Downie, Foreign Student Advisor, University of Florida, and formerly Counselor at the American School of New Delhi; Ron Funkhouser, Director of Guidance, Taipei American School; David Heenan, Professor, Institute for International Studies in Education; Mary-Kaye Heisler, Counselor, Hong Kong International School; Rosalind Holton, Social Worker; Sterling Huntley, Director of Admissions, California Institute of Technology; Sanford C. Jameson, Director, Office of International Education, College Entrance Examination Board; Paul Luebke, Deputy Director, Office of Overseas Schools; Edwin F. Netter, formerly Counselor at Bangkok International School; Marjorie Overhouse, Editor, University Publications; Charles Seeley, Director of Admissions and Scholarships, Michigan State University; Mario Shortino, formerly Counselor at Bangkok International School; Clifford Sjogren, Director of Admissions, University of Michigan; John Sly, President, International Schools Services; Ruth Hill Useem, Professor, Institute for International Studies in Education; and Gary Wright, former Assistant Principal, Bangkok International School.

Special thanks are due to the editors of Today's Education for permission to reprint "Third Culture Kids" by Ruth Hill Useem and Richard D. Downie from the September/October, 1976 issue; the editors of Foreign Service Journal for permission to reprint "Over Here and Back There: American Adolescents Overseas" by Sidney Werkman from the March, 1975 issue; and to the editors of NESA Connection for permission to reprint "Survey Report on College Guidance in American Sponsored Schools Assisted by U.S. Department of State" by Leo J. Sweeney from the Spring, 1977 issue.

INTRODUCTION

The Institute for International Studies in Education at Michigan State University maintains a publishing program to make available materials which are useful to educators in the international network. One of our graduates, Dr. Thomas J. Donahue, has developed a handbook of practical suggestions and information for guidance programs and counselors in American and International schools overseas.

Dr. Donahue was first a guidance counselor at an experimental German public school in West Berlin. In 1971, while a counselor at the American School of The Hague, he began the first draft of this text. Since that time he has collected new data and revised the manuscript several times. His experience as a school counselor, director of pupil personnel services and high school principal interested in international guidance has given him unique insight into the needs of youth enrolled in overseas schools.

Not only does this book include helpful suggestions for counselors who venture overseas for the first time, it contains descriptions of new materials and addresses for obtaining them that will be useful to veteran counselors and administrators as well. Such information is sometimes difficult to obtain when outside the United States, since professional colleagues, organizations and libraries are not always easy to reach. Although this publication is not designed to give complete information in all areas of guidance, it does provide an introduction to topics of special interest to overseas school counselors, along with references where more information can be readily obtained. As such, it should be a useful reference for all overseas educators who deal with students at either the junior or senior high school level.

UNIVERSITY ENTRANCE

ENTRANCE TO AMERICAN COLLEGES

As in any free market, opportunity for admission to college fluctuates according to supply and demand. During some years only the most academically proven, highly motivated students are able to attain admission. Other years colleges and universities vie with each other for applicants. During the post-Vietnam era there seemed to be a period with too many spaces and too few students. Some colleges are closing and others are struggling to maintain their current student enrollment by recruiting students from the ranks of housewives, the unemployed, and others.

Most large public universities and schools with very specific criteria (3.0 GPA or 15 Carnegie Units, etc.) do not fluctuate yearly as far as admissions, nor do most of the very competitive private colleges. The great yearly fluctuations happen mostly in private schools in the middle range of competitiveness. These are the schools battling for students. In the 1980's as declining K-12 enrollments hit the universities, admission requirements to some of these universities may be relaxed.

Senior high school counselors must keep abreast of these trends. The counselor must be able to tell whether colleges are filling up early or not at all, and which ones are filling up.

A Survey Report on College Guidance in the Overseas American Sponsored Schools was prepared by the Office of International Education of the College Entrance Examination Board for the Office of Overseas Schools. The book contains the final report of two surveys:

1. The survey of 1973 high school students who graduated from American schools overseas, and

2. Survey of guidance services for college-bound students in American overseas schools. Based on these surveys, the committee made recommendations for the future planning and development of effective college counseling programs for the benefit of students in American overseas schools (Appendix G). Copies of this report may be obtained from the Publications Office of the College Entrance Examination Board (Box 2815,

Princeton, NJ 08540 USA).

The counseling office should have a large supply of recent college catalogs. Counselors can request catalogs from the various universities, and encourage students to bring in catalogs they have received from colleges they will not attend.

Each year the National Microfilm Library (8090 Engineer Road, La Jolla, CA 92037 USA 714/560-8051) microfilms college catalogs and sells them at cost in the form of microfiche. For a complete set of graduate and undergraduate catalogs, the cost is approximately $400. This is a relatively convenient way to keep up to date, although the initial expense of a microfiche reader or reader printer may cost from $75 to $3,000. By examining a public university's catalogs, one can usually determine the residence requirements to become eligible for in-state tuition--a question frequently asked by overseas parents. A guidance office should have catalogs for most colleges, available in hard copy or in microfiche.

The Chronicle of Higher Education (1717 Massachusetts Avenue, N.W., Washington, DC 20036 USA) is a periodical which helps a professional keep in touch with what is happening at American universities. The Journal of the College Student Personnel Association (1607 New Hampshire, N.W., Washington, DC 20009 USA) can also assist a counselor in keeping up to date. The New York Times (229 West 43rd Street, New York, NY 10036 USA) occasionally gives an indepth assessment of the situation in the winter for the benefit of students who apply late.

The College Board News is a monthly publication, available from the College Entrance Examination Board (CEEB, 888 7th Avenue, New York, NY 10019 USA). ACTivity is the quarterly publication of the American College Testing Program (ACT, Iowa City, IO 52240 USA). These free publications cover college entrance trends, research, new materials and information dealing with testing, financial aid and university entrance. The same kinds of information are published by the CEEB in tabloid form for students in the College Times.

Universities use various admission plans, such as Early Decision, Early Admission, and Rolling Admissions. These plans are thoroughly explained in the College Handbook (CEEB, 888 7th Avenue, New York, NY 10019 USA), The College Blue Book (Harper & Row, 49 E. 33rd Street, New York, NY 10016 USA) and similar college entrance publications.

College Entrance Guide for American Students Overseas ($1.25), published by the College Entrance Examination Board in 1976, is the most helpful single booklet available for college bound students abroad. A similar booklet published by the College Entrance Examination Board, Entering Higher Education in the United States: A Guide for Students from Other Countries, is helpful in assisting foreign students who attend American overseas schools, or who visit the school to see a counselor for some free helpful advice. The Guide to American Schools, published free by the Nederland-Amerika Instituut (Princesgracht, Amsterdam, Netherlands), is also very helpful to foreign students. This booklet outlines admission procedures and tells students what to expect at an American university. The Parent's Guide to College Admissions by Donald J. Dickason (201 Cayuga Heights Road, Ithaca, NY 14850 USA, 1973 - $2.50), is a short but comprehensive 34-page booklet which is helpful when no professional assistance is available. This booklet was developed for the PTA of Ithaca, NY and is occasionally updated. However, students usually need more than a booklet to select and obtain admission to an appropriate college. Individual assistance in selecting a college and support from school personnel in applying to a college from overseas is practically a necessity.

Helping Students Select a College

In helping a student select a college, your knowledge and information is vital (Appendix A). Some information about college life may be given by practically any college graduate, but many questions require an extensive knowledge and sometimes research to answer. Ideally, students should know themselves, their interests and abilities, and have a career in mind, or a general idea of what they want to do when they finish college before attempting to select a college to attend. This is not a realistic expectation, but counselors should help a client toward self knowledge before attempting to select a college or a career objective.

A prospective college student should also decide on a major field of study. Many colleges have a no-preference program in which students are not required to choose a major until their junior year. The Kuder, the OVIS, the Strong, or another vocational interest battery might be helpful if the student is in a quandary, but these surveys are only tools for professional counseling, and not a substitute.

If the counselor works diligently with eleventh grade students, the college selection process will flow much more smoothly in grade twelve.

This is particularly true in overseas schools, because the application process should be on a schedule of about six weeks to two months ahead of the schedule in most stateside schools. By the time students complete their junior year overseas, they should have taken a college entrance test, made some preliminary decisions about the kind of college they would like to attend, and have written to several colleges requesting information and application forms. The situation isn't critical if these tasks are not completed before the beginning of grade twelve, but students who enter grade twelve without having completed them should do so very early in their senior year. As a general rule, high school seniors from overseas should submit their applications before Thanksgiving, unless they are certain that the school they wish to attend has plenty of vacancies.

Two books that students find helpful are: Choosing a College by John Hoy (Dell, 750 3rd Avenue, New York, NY 10017 USA, 1970, 75¢) and Questions and Answers About Getting Into College by Abraham H. Tass (Pocketbooks, 630 5th Avenue, New York, NY 10020 USA, 1974, $1.95). The Underground Guide to the College of Your Choice by Susan Berman (Berkely-Windhover, distributed by Baker and Taylor, 50 Kirby Avenue, Somerville, NJ 08876 USA, 1977, $2.50) is written in a unique informative style. The College Planning/Search Book (ACT, Iowa City, IA 52240 USA) is a workbook many students find helpful in selecting a college that fits their individual preferences.

In choosing a school, the size of the school; what extra curricular interests are offered; whether it should be coed, all men or all women; whether it should be located in an urban or rural setting; whether it should be a private, state or sectarian university; the approximate cost range; and in what part of the country it should be located, are all factors to be considered. Once these decisions have been made, the student or an advisor should be able to find out about ten or fifteen colleges and universities which would satisfy the student's criteria, by looking in one of several handbooks.

If the student wants to study only in a single state, or at one of several institutions, the best source of up-to-date information is the CEEB College Handbook, or The Higher Education Directory (Supt. of Documents Stock #017 080 01392-4, Washington, DC 20402 USA, $6.95). If a student has a specific major but does not have a specific college in mind, use the Guide to College Majors, published by Chronicle Guidance, Inc. (Moravia, NY 13118 USA). This book lists all four-year institu-

tions which have programs in specific majors, by state. A companion volume does the same for two-year institutions. Lovejoy's College Guide (Simon and Schuster, 630 5th Avenue, New York, NY 10020 USA), has a similar list. The College Blue Book published and revised periodically by Harper and Row (49 East 33rd Street, New York, NY 10016 USA) contains: Narrative descriptions in Volume I, Tabular data in Volume II, and degrees offered by college and subject in Volume III. The College Blue Book is especially helpful in finding schools with specific college majors and combinations of various majors.

Student Expenses at Post-Secondary Institutions is a relatively inexpensive annual guide to college costs, published by the College Entrance Examination Board (Publication Orders, Box 2815, Princeton, NJ 08540 USA). The book is revised annually and contains up-to-date and reliable information about the cost of going to college. It is designed to help counselors and other advisors of students and parents to make cost comparisons between institutions, between tuition and fees and room and board, between publicly supported and private institutions, between institutions in various parts of the country, and expenses from one year to another. The cost of this volume varies from year to year, but is approximately $4.00.

American Junior Colleges by Edmund J. Gleazer, published by the American Council on Education (1 Dupont Circle, Suite 800, Washington, DC 20036 USA) is one of the best, most complete guides to two-year colleges. The Comparative Guide to Junior and Two-Year Community Colleges by James Cass and Max Birnbaum is also an excellent consumer's guide for parents and students, published by Harper and Row. The same publisher in 1977 produced a book entitled the Counselor's Comparative Guide to American Colleges. If the local high school does not have copies of these books, they can frequently be found at military base libraries, U.S.I.S. Offices and American Embassies.

The Association of Independent Colleges and Schools (1730 M Street, N.W., Washington, DC 20036 USA 202/659-2460) distributes a free directory of accredited institutions for those students interested in studying business, accounting, and stenography.

The American College Admissions Center, the nation's largest nonprofit college admissions clearing house was chartered by the Commonwealth of Pennsylvania in 1962. Students who register with the center pay a modest fee (approximately $30.00) and fill out a registration form. The counselor then verifies the data and sends a copy of the student's

transcript along with the registration form. The center analyzes the data, and writes a short (approximately 100 words) description of the student and sends this information to the hundreds of participating colleges throughout the country. Although most of the colleges that register at the center are in the Northeast quarter of the United States, the colleges represent a wide variety in selectivity, size, vocation, cost, academic offering, and campus atmosphere. Colleges and universities then mail students an invitation to apply, and some information about the college. While an invitation to apply is not an automatic guarantee of admission, it is a strong assurance of interest and usually results in acceptance. The center is very helpful to students from overseas. It is also helpful to students who have average or below-average school records, and students who are just beginning their search for a college. The center can be used by students in grades 11 or 12. Counselors should write to the American College Admissions Center (2401 Pennsylvania Avenue, Suite 845, Philadelphia, PA 19130 USA 215/232-5225) and request an appropriate number of student registration forms to be kept in the guidance office. Caution: Some clearing houses for college admission and/or financial aid have high fees and perform inadequate service, especially for unsuspecting foreign students.

The School and College Advisory Service (400 Madison Avenue, New York, NY 10017 USA 212/826-7130) offers individual consultation to students and parents in helping them find exactly the right college. Consultation costs approximately $100. The College Acceptance and Admissions Service (516 5th Avenue, New York, NY 10036 USA 212/661-1600) offers a similar individualized service.

The College Viewdeck is a simple interesting method of narrowing the choice from over 3,000 colleges to a manageable number of appropriate schools. The Viewdeck uses overlays to eliminate colleges which are unsatisfactory because of entrance requirements, geographic location, field of specialization, status as a private, public, or sectarian school, accreditation, cost, size of student body, or administrative control. The Viewdeck kit is sold by Chronicle Guidance (Moravia, NY 13118 USA) for under $200 and can be used by students with little or no assistance.

The Student Search Service (SSS) can help students who are attempting to select an appropriate college. This College Board program is used by more than 1,000 post-secondary institutions to identify students with whom they wish to communicate. When a student indicates on the PSAT/NMSQT or SAT that he or she wants to participate in SSS, their names

and addresses are sent to colleges which fit the profile that they have delineated. Their names are sent to colleges of the appropriate size, geographic area, type (state, private, or sectarian) and an appropriate financial range. The SSS based on the PSAT gives colleges less extensive personal data than those based on the SAT. There are four SSS searches each year: The fall and winter searches identify primarily seniors who have taken the SAT in their junior or senior year; the spring search identifies primarily the high school juniors on the basis of the PSAT/NMSQT; the summer search identifies students who have taken the SAT during their junior year. Students who elect to participate in SSS are sent a wealth of information from a large number of colleges of the type they wish to attend. Students seem to like the SSS and the program assists universities in recruiting student applicants with specific academic and personal characteristics. For information about the SSS, write to the College Entrance Examination Board (888 7th Avenue, New York, NY 10019 USA 212/582-6210).

Once the student and college advisor have identified ten to fifteen colleges, the student should read about them in one of the handbooks mentioned above, and then write from five to ten of these colleges requesting application forms and catalogs be sent via airmail (Appendix B). American students should always state in the letter that they are American citizens or they are likely to receive applications for foreign students, which are useless for Americans.

After reading the catalogs, the student should apply to at least two colleges. If the student applies to highly competitive colleges, then application to a less competitive but acceptable college should also be made. Application to a college which will almost certainly accept the applicant eliminates the hectic and frustrating task of applying at the last minute from abroad in the event that all of the competitive colleges refuse the student admission. The few extra dollars spent for the additional application fee will enable the applicant to feel more secure about the future.

It is not possible to "second guess" college admission officers. If a student really wants to attend a college, school personnel should not discourage her or him from making application. Students from overseas have the advantage of an unusual background. This sometimes makes them attractive candidates to college admissions officers who might otherwise put their application aside. However, overseas students have the disadvantage of not being able to visit college campuses or be inter-

viewed by college admissions officers.

This disadvantage can be remedied if a student returns to the United States. Some airlines and travel agents have special fares for extensive flying within the United States, or charter flights which would save a significant amount of money. By taking advantage of discount fares, students and college admission advisors from overseas schools may be able to visit campuses in various parts of the country for less money. Visits can also be arranged during home leave, or during Christmas or summer vacation. By writing ahead to arrange the visit, counselors and students can be assured of a profitable experience.

Each year, the University of North Carolina in cooperation with the College Entrance Examination Board offers a one-week summer institute for school counselors and college admission officials. The workshop gives the counselor an opportunity to meet many college admission officers and thoroughly understand the college admission process. Counselors who are interested in attending the institute, should write to the Department of Guidance and Counseling, University of North Carolina (Chapel Hill, NC 27514 USA). Harvard College (Cambridge, MA 02138 USA) Department of Guidance and Counseling, offers a similar workshop each year.

College Entrance Tests

Most American universities now require or recommend a college entrance examination as a prerequisite for admission. Students overseas should take the Scholastic Aptitude Test (College Entrance Examination Board, Princeton, NJ 08540 USA 212/582-6210) which is an ability test and/or the American College Test (American College Testing Program, Box 168, Iowa City, IA 52240 USA 319/356-3711) which is an achievement test, at the end of their junior year. Some universities require from one to three CEEB achievement tests in addition to the SAT. CEEB achievement tests are usually administered on the same day as the SAT.

The College Board and the Educational Testing Service have developed short guides to subject exams. These guides help the high school teacher or counselor who want to direct a student to the most appropriate examination in a specific subject (e.g., which of the five mathematics, six history, or four French examinations should a student take?). Single copies of each guide is available free from the College Board Publications Orders (Box 2815, Princeton, NJ 08540 USA). When ordering, specify the number of the document:

Guide to Examinations in Literature (Order #209099)
Guide to Examinations in Composition (Order #238634)
Guide to Examinations in American History (Order #209098)
Guide to Examinations in European History (Order #209097)
Guide to Examinations in Biology (Order #209093)
Guide to Examinations in Chemistry (Order #209095)
Guide to Examinations in French (Order #209089)
Guide to Examinations in German (Order #209091)
Guide to Examinations in Latin (Order #209092)
Guide to Examinations in Mathematics (Order #209096)
Guide to Examinations in Physics (Order #209094)
Guide to Examinations in Spanish (Order #209090)

A 14-minute 16mm film entitled Let's Talk About the SAT (1977) is available for rental or purchase from the College Board Film Library (470 Park Avenue, South, New York, NY 10016 USA 212/689-5910). Designed to help explain the SAT and the role it plays in the college admission process, the film is technically well done, topical, and student oriented. The use of student comments in the film makes it interesting, realistic, and informative.

College entrance examinations are given at most embassies and at many overseas high schools. If the embassy administration is not convenient for your students, you can arrange to have your school designated as a testing center by writing to the above addresses.

All counselors should keep plenty of registration booklets for the Scholastic Aptitude Test (SAT), American College Test (ACT), and College Entrance Examination Board (CEEB) achievement tests on hand. Quantities can be obtained free from the preceding addresses. Arrangements for taking or administering the tests must be made well in advance. Counselors should be sure to request applications for their students each spring for the following year.

Some students take the test more than once. If their first score is relatively low in their estimation, or not as high as their other standardized test scores, they may wish to retake the test. However, unless there are unusual extenuating circumstances, students should not be advised to retake either test. The SAT or ACT booklets give some guidelines and procedures to follow for students who take the test more than once. Some overseas counselors recommend that students wait until their senior year before attempting the ACT. Others recommend that overseas students should take it during their junior year.

The CEEB, in conjunction with the National Merit Scholarship Foundation, administers a warm-up college entrance test usually during October of the eleventh grade. The Preliminary Scholastic Aptitude Test/National Merit Scholastic Qualifying Test (PSAT/NMSQT) is the basis for awarding National Merit Scholarships, and gives students a chance to get accustomed to college entrance tests without jeopardizing their chance for admission. Be certain to request the test from the CEEB in the spring. Counselors interested in advanced placement for students, should write the CEEB (888 7th Avenue, New York, NY 10019 USA) about the Advanced Placement Testing Program or to the College Level Examination Program, or to the ACT (220 N. Dodge Street, P.O. Box 168, Iowa City, IA 52240 USA) about the proficiency examination program.

Students who are in doubt about which university they want to attend should take both the ACT and SAT. If a student does well on one exam and poorly on the other, the student may choose to submit only the results of one test to universities which will accept the results from either the ACT or SAT. However, nearly all highly selective colleges will accept only SAT scores. Overseas students who have not taken the SAT or ACT before the beginning of their senior year may face a delay in their application procedure that sometimes creates unnecessary anxiety.

Many books are published that help students prepare for the entrance examinations. The best booklets are distributed free by the College Entrance Examination Board and the American College Testing Program. Two more extensive books are How to Prepare for the College Entrance Examination and How to Prepare for the American College Testing Program. Both are published by Barron's Educational Series (Crossways Park Drive, Woodbury, NY 11797 USA).

As an identification number, students are usually required to list a social security number on application forms for entrance tests. Without a social security identification number confusion frequently occurs and problems will result. To avoid this problem, counselors should write to the Social Security Administration (District Office, 707 N. Calvert Street, Baltimore, MD 20203 USA) and request enough Social Security Application Forms so that they can be distributed to tenth and eleventh grade students who do not have a social security number. Before graduation from high school, all students should have a social security number. It is also needed when applying for financial aid and when applying for a job.

Application Procedures

Students may airmail their applications directly to the college or university, and request transcripts and recommendations from the school, or they may give the application form and application fee to the school to have everything sent in one envelope. In the latter method, there is less chance of loss and applications can be processed more quickly once they reach the university. Loss or delay is more harmful and more likely to occur for overseas applicants than for domestic applicants. In any case, all correspondence should be sent via airmail, and all letters should contain a sentence requesting a response via airmail.

The school is responsible for sending photocopies of the student's transcript, test record, letters of recommendation, and school profile, when requested to do so. Transcript forms can be devised and printed by a school, but using a standard form has the advantage of uniformity and is easily read and interpreted by schools and college officials. Standardized transcript forms can be obtained from various State Departments of Education, from the National Association of Secondary School Principals, NASSP (1904 Association Drive, Reston, VA 22091 USA 702/860-0200), from Chronicle Guidance (Moravia, NY 13118 USA), or from Education Records Bureau (100 Worcester Street, Wellesley Hills, MA 02181 USA). A suitable transcript format could also be found simply by examining the transcripts of incoming students.

The letter of recommendation is especially important when students are applying to private, highly competitive schools. At larger public schools, letters are usually of less importance. Several professional counseling associations have taken a firm stand against counselors writing recommendations. Whether a letter of recommendation is written by a counselor or a teacher, it should be based on the teacher's perceptions of the student. It should include specific examples and anecdotes rather than general statements. Each teacher should complete a form evaluating a student and making comments. A summary compiled by the counselor or principal constitutes an accurate recommendation. The summary of descriptive scales on the reverse side of the NASSP transcript can be used for this purpose, and is also used by many colleges in requesting evaluations and recommendations.

The comments submitted by teachers can be woven into the letter, or quoted directly. The letter should include a brief general characterization of the student, a description of the student's academic ability and emotional adjustment, prognosis for college, teachers' comments, and a

concluding statement of recommendation. Since students in American schools overseas have lived and traveled in unusual places, this should be emphasized in their letter of recommendation. If they have done anything unusual, such as taking advantage of the cultural life or other aspects of the host country, it should be stated, since it adds to the students' uniqueness and attractiveness. Likewise, ability to speak, read, and/or write a foreign language should be stressed. When significant, a history of a student's numerous school changes might be included.

The school profile is important for overseas schools, since many overseas schools are not accredited and very few of them are well known by college admissions officers. A few years ago, a guidance committee of European Council of International Schools attempted to develop a standardized format for the school profile. Inquiries regarding this project may be directed to ECIS Headquarters in England, 19 Claremont Road, Surbiton, Surrey, KT64QR, United Kingdom. A sample school profile can be found in Appendix C.

COLLEGES WHICH SERVE AMERICANS OVERSEAS

Many American colleges exist throughout Western Europe and in other parts of the world. Most of these colleges are small, private, and stress the liberal and fine arts in general, and foreign language learning, in particular. These colleges usually began as Junior Year Abroad Programs, or were initiated by International high schools to satisfy the needs of their graduates who did not want to return immediately to the United States. Some colleges began as business ventures.

Many American universities and colleges now have Junior Year Abroad Programs. These programs are too numerous to list completely, but they include a wide variety of schools such as Smith College, Stanford University, New York University, Kalamazoo College, and Pace College. A compilation of these programs was published in the 1960's by the East-West Center in Honolulu, but is no longer in print.

Undergraduate Study Abroad: U.S. College-Sponsored Programs includes an analysis of programs, a directory and a bibliography. It is published by the Institute of International Education (809 United Nations Plaza, New York, NY 10017 USA). The Handbook on International Study for U.S. Nationals, published by the same organization, is helpful in finding appropriate programs for Americans overseas. Overseas Study Programs Sponsored by Member Institutions, published by the American Association of State Colleges and Universities (Office of International Programs, Suite 700, 1 Dupont Circle, Washington, DC 20202 USA) lists many programs. The Institute for European Studies (700 North Rush Street, Chicago, IL 60611 USA 312/944-1750) assists students who want to study temporarily at foreign universities in Freiburg, Madrid, Nantes, Paris, or Vienna. Academic Year Abroad, Inc. (221 East 50th Street, New York, NY 10022 USA 212/752-2734) can also assist students seeking overseas programs. Students seeking a college in Japan may wish to contact Association of Private Universities (Chigaku-Kaikan, 4 Kudan, 4 Chome chiyoda-ku, Tokyo, Japan).

Some colleges that have a Junior Year Abroad Program will occasionally allow a student to remain overseas during their freshman year in their Junior Year Abroad Program. Negotiations for this option have to be made between the individual student and the college. These negotiations usually occur after the student has been accepted at the college.

Occasionally, colleges have made arrangements for their students to

attend one or more of the colleges listed below. Graduates of International schools who wish to attend an American college and prefer to remain overseas may write to the college of their choice (usually after acceptance to the college) to ascertain if they may spend their freshman year abroad.

Students who wish to transfer credit from an American college overseas may find it advantageous to obtain admission to the stateside college of their choice first and then obtain approval of the classes they wish to transfer. Without prior written authorization, students may find that the colleges will not grant transfer credit for work completed overseas.

Some students and parents who must remain at their home may wish to do university-level correspondence study. Several guides may be helpful in choosing a university. A Guide to Correspondence Study in Colleges and Universities which is revised annually, is available from the National University Extension Association (Suite 360, 1 Dupont Circle, Washington, DC 20036 USA 202/659-3130). College by Mail by Jo Jensen, published by Arco Publishing Co. (219 Park Avenue, New York, NY 10003 USA) briefly lists many university correspondence programs. The New York Times Guide to Continuing Education in America by Frances Coombs Thompson (Quadrangle Publications, 10 East 53rd Street, New York, NY 10022 USA) lists 180 institutions which offer correspondence study for adults. The Guide to External and Continuing Education (Chronicle Guidance, Moravia, NY 13118 USA) lists and describes continuing education, correspondence study, and external degree programs by state.

The following list of colleges includes the names, addresses, and a brief description of offerings. All these colleges are nondenominational and privately funded unless otherwise noted. For more complete information about a particular college, request a catalog from the Director of Admissions.

American College of Barcelona Via Augusta 123 Barcelona-6, Spain Tel: 218-4897 Correspondence: Apartado 12138 Barcelona (Spain)	Two-year coed liberal arts program, two 15-week semesters. Affiliated with Universidad de Barcelona. Degrees A.A. Curriculum: basic liberal arts, business, language. Easy transfer to U.S. colleges and universities.

American College in Paris 31 Avenue Bosquet 75007 Paris, France Tel: 551-2157	Four-year coed liberal arts college. Semester calendar. 661 undergraduates. Central Paris location. Students housed in French community. B.A. degrees with majors in: art history, European cultural studies, French studies, international affairs, and international business administration. Fully accredited by Middle States Association of Colleges and Secondary Schools. Selective admission.
American College of Switzerland Leysin 1854, Switzerland Tel: (025) 6 28 12	Four-year, residential, coed liberal arts college. Quarter calendar. Alpine location at 5,000 feet near Geneva. Outstanding winter sports and resort area. A.A., B.A., B.S. degrees. Curriculum: general liberal arts and business administration. International faculty and student body from forty countries.
Columbus International College Avenida de la Victoria, 43 Sevilla - 13 Spain	Two-year, coeducational, liberal arts college. Located in large Spanish city near Coast. Semester calendar. A.A. degree pending approval. Curriculum: basic liberal arts. Special programs in business administration and equitation.
Deree College P. O. Box 18 Aghia Paraskevi Attiki, Greece	A program of 122 semester hours leading to a B.A. or B.S. degree. Diploma in Hellenic Studies, Diploma in Secretarial Studies and Associate Degree in Secretarial Studies. 1,000 students, located in a suburb of Athens: Semester calendar and summer session.
Franklin College, Switzerland via Tesserete 10 6900 Lugano, Switzerland Tel: (091) 23-0-23 (as of November 17, 1977 (091) 22-85-95) Cable Address: Francollege	Two-year liberal arts college. Located in the heart of southern Switzerland's most populous city, 55 miles from Milan, Italy. Excellent location for winter sports and other recreational activities. A.A. degree, fully accredited by the Middle States Association of Colleges and Secondary Schools, college sophomore and junior year abroad programs, cooperative agreements with Claremont Men's College and Pitzer College, in California. Curriculum: basic liberal arts, international relations, economics, art history.

International Christian University 10-2 Osawa 3 chome Mitaka-shi, Tokyo 181 Japan	Four-year Christian coed liberal arts college. 20 percent of courses in English. B.A. and Graduate degrees, large and varied curriculum.
Keio University International Center 2 chome 15-45 Mita-Minato-ku Tokyo, Japan Tel: 03-453-4511 Ext. 2321-23	Four-year coed liberal arts college. Pre-med, engineering and Graduate courses. Proficiency in Japanese necessary to attend lectures, special preparatory language courses offered. Year calendar April to March. B.A., B.S. and graduate degrees. Curriculum: basic liberal arts, sciences engineering and pre-med.
Netherlands School of Business Nijenrode, Breukelen The Netherlands Tel: 313462-1944	Three-year coed course of studies on an undergraduate level for positions in international business. Business subjects, economics, sociology, law, etc. combined with modern languages. Summer work program. Netherlands School of Business also has a one-year coed international business program for junior year business students from American universities. Combination of the junior year core courses and courses about European subjects seminars (in Brussels, Luxemburg, Strasbourg, Paris, and Berlin) and a work-study period with an European firm.
Richmond College 37 Queens Gate London SW7, England Tel: (01) 584 6567 Telex 25357	Two-year coed liberal arts college, semester calendar. London and suburban campus locations. A.A. degree. Curriculum: basic liberal arts, business administration, art, theater arts, music. Also Upper Division Program for juniors from U.S. Colleges and Universities.
Schiller College Europe University Friedrich-Ebert-Anlage 4 6900 Heidelberg, Germany Tel: (06221) 12046	Four-year coed liberal arts college. Graduate programs in business administration, languages, international relations, theater arts and fine arts. Six international study centers: Strasbourg (residence campus), Heidelberg, Madrid, London, Paris. Semester calendar, summer sessions and intensive language programs. Degrees: A.A., B.A. (14 different fields of concentration), B.B.A., B.F.A., M.B.A., M.F.A., and M.A. Curricula: wide range of liberal arts, political science, international relations and international business administration.

United States International University Office of Admissions 10455 Pomerado Road San Diego, CA 92131 USA	Four-year multi-campus coed liberal arts college, Schools of Business and Management, Human Behavior, Performing and Visual Arts, International and Intercultural Studies, Education, and a Division of Math and Science. New and early freshmen are admitted to Middle University for the first two years. Main campus in San Diego. Programs offered in Nairobi, Africa; Evian, France; Mexico. Quarter calendar. Degrees: A.A., B.A., B.S., B.F.A., M.A., M.B.A., M.I.B.A., M.F.A., M.S., Ph.D.
University of Evansville England Campus Harlaxton Manor Grantham Lincolnshire Tel: (0476) 4545	Two-year A.A. degree, upper division courses in humanities and social sciences. A branch of University of Evansville, Evansville, Indiana which offers B.A. and Graduate programs.
University of Maryland Munich Campus D-8 Munchen/90 W. Germany Postfach 900-760 Tel: 0811-62296530 or APO New York 09407	Two-year coed liberal arts program for U.S. military and U.S. government dependents. Semester calendar without summer sessions; located within the military reservation at McGraw Kasernein Munich. A.A. degree, transfer program. Curriculum: basic liberal arts, ROTC. Associate degree in liberal arts, and in business and management.
Waseda University 647 Totsuka-machi 1 chome shinjuku-ku Tokyo 160, Japan Tel: Tokyo 203-4141 (International Liaison Office)	Four-year coed liberal arts university, eight undergraduate schools, six graduate schools, Foreign Student International Program. Semester calendar, 400 foreign students. B.A., B.S., B.E., and graduate degrees. Curriculum: liberal arts, education, commerce, science, and engineering.

Other colleges of interest to Americans are:

American College in Switzerland
1854 Leysin (Vaud)
Switzerland

The American University of Beirut
Bliss Street
Ras Beirut
Beirut, Lebanon

or

380 Madison Avenue
New York, NY 10017
USA

Atlantic College
St. Donat's Castle
Llantwit Major
Glamorgan CF6 9WF
Wales, U.K.

Instituto Allende
San Miguel de Allende
(Guanajuato), Mexico

International Christian University
Kokusai Kirishutokyo Diagaku
Mitaka
Tokyo, Japan

New England College
Arundel, Sussex
England

Pierce College
Box 472
Athens, Greece

Seisen Womer's College
GOTANDA
Tokyo, Japan

Sophia University
7 Kioi-cho, Chiyoda-ku
Tokyo, Japan

University of the Americas
P. O. Box 507
Puebla (Puebla), Mexico

University of Sacred Heart
Minato-ku
Tokyo, Japan

Counselors should also refer to Schools Abroad (Porter Sargent Publisher, 11 Beacon Street, Boston, MA 02108 USA, $10.00) for a description of post-secondary and specialized opportunities for Americans overseas.

ENTRANCE TO FOREIGN UNIVERSITIES

Occasionally students at international schools want to study at European or other non-American universities. The school counselor is expected to know how to guide a student through the admission procedure. This chapter will emphasize entrance to European universities, because many non-American students at international schools are European. Counselors in international schools should take special steps to become familiar with entrance requirements of the host nation's schools, because some students almost invariably will elect to study at a host nation university.

Normally, admission to European universities for American students is very difficult because of the language barrier, and because an American high school diploma is not equivalent to European university preparation. When one considers, for example, that only 10 percent of European students who begin first grade will satisfactorily pass the university matriculation exam, it is easy to understand why European and other foreign universities do not respect the American high school diploma, which more than 80 percent of American students eventually receive. The British "A" Levels, German Abitur, or French Baccalaureate are usually considered to be the equivalent of completing at least one year at an American university, or to an Associate degree from an American Community College. Occasionally European universities require American applicants to complete one or two years at an American university before being considered acceptable to their university.

In all likelihood, the top 10 percent of American students who graduate from high school in any one year have a background equivalent to those students who complete Abitur, the Baccalaureate, or A Levels. However, European universities do not have large admissions offices and thus have neither the time nor the expertise to differentiate and select the outstanding American high school graduates. Occasionally, it is possible for an outstanding American student to gain entrance to a European university if the proper procedures are followed.

An outstanding high school student who wishes to attend a European university should write to the university and obtain a catalog and application forms. A foreign student advisor will usually answer requests for catalogs from foreign students. The applicant should attempt to find out the foreign student advisor's name and plan a visit to talk with him or her and with the chairperson of the appropriate college or

department. If possible, the student's high school counselor should also visit the university on the student's behalf to assist in interpretation of the student's records, and lobby for the student's acceptance. Frequently, this approach has satisfactory results, but not always.

Another route a student can take to obtain direct acceptance at a European university is to take the national examinations. Without preparation this is extremely difficult, but most countries have schools or university departments designed to prepare foreign students and students who have studied in foreign secondary schools for the national examinations. The names and addresses of such schools can usually be obtained from the embassy or consulate of the country, or by writing to the ministry of education.

European universities are overcrowded, and most have provisions for numerus clausus, a legal limit to the number of students accepted at the university. Application must therefore be made early. Some countries are moving toward a national clearinghouse for university admission, such as the one that exists in Britain.

Frequently, students who cannot obtain regular admission to European universities can study as a visiting student, special student, or in a special program to study the language of the country. Application to such programs is usually made directly to the university, and information about these programs can be obtained directly from the university, or from the embassy, consulate, or ministry of education of that country.

The following books may be helpful to students who wish to enter foreign universities:

African Colleges and Universities
A Digest of Information, African-American Institute
833 United Nations Plaza
New York, NY 10017 USA

Association of Private Universities
Chigaku-Kaikan
4 Kudan, 4 chome
Chiyoda-ku
Tokyo, Japan

Commonwealth Universities Yearbook
The Association of Commonwealth Universities
36 Gordon Square, London
England, U.K.

The Directory of Indian Higher Educational Institutions
Panchayat Publications
Near High Court Buildings
Hyderabad -2, India

Guide for Foreign Students

Italian Ministry of Education
Rome, Italy

International Institute of Education
809 United Nations Plaza
New York, NY 10017 USA

World List of Universities ($10.50) and
1977 International Handbook of Universities ($32.00)

by Keyes and Aitken
American Council of Education
One Dupont Circle
Washington, DC 20036 USA

Japanese Universities and Colleges

Japanese Accreditation Association
Tokyo, Japan

A New Guide to Study Abroad

by Garraty, Van Klemperen, and Taylor
Harper & Row
10 East 53rd Street
New York, NY 10022 USA

Profiles of Philippine Universities and Colleges

Philippine-American Educational Foundation
3rd Floor
1148 Roxas Blvd.
P. O. Box 151
Manila, Philippines

UNESCO Publications
P. O. Box 433
New York, NY 10016 USA

Universities Handbook

Inter-University Board of India
Rouse Avenue
New Delhi, India 110001

Some information about Canadian, Dutch, French, German, and British universities will be presented:

Canada

In Canada, education is under jurisdiction of the province. Both secondary education and higher education vary from province to province. In Quebec, for example, high school ends with grade eleven and two years study at an institution similar to the American Junior College (SEJEPT) must precede university entrance. Some provinces require twelve years of pre-university education and others require thirteen years.

Entrance to Canadian universities is generally similar to admission to American universities. The Service for Admission to College and University, SACU, Test is similar to the Scholastic Aptitude Test administered by the College Entrance Examination Board.

Students who are unable to attain entrance to a Canadian university directly, and must attend grade 13, may do so as a boarding student in Europe at one of the Canadian military schools or at a school in Canada.

The following publications are most helpful to students and counselors interested in Canadian universities:

Canada Manpower Training Program

Information Service
Department of Manpower and Immigration
Ottawa, Canada

Community College Career Outlook

Manpower Information & Analysis Branch
Program Development Service
Department of Manpower and Immigration
Ottawa, Canada

Horizons

Ontario Department of University Affairs
Ontario, Canada

Report of the Minister of University Affairs of Ontario

Department of University Affairs
Mowat Block
Queen's Park
Ontario, Canada

SACU Student Handbook an Perspective

151 Slater Street
Ottawa 4
Ontario, Canada

Universities and Colleges of Canada

Ministry of Industry, Trade, and Commerce Information
Ottawa, Canada

France

Nearly all official documents regarding higher education in France stress that a very good knowledge of the French language is necessary to study in France. An application form similar to a typical American college application form can be obtained from the French Consulate or directly from a university. Before applying, students should make certain that the university actually offers the subject he or she wishes to study at the level in which enrollment is sought.

The following publications are available from the Cultural Services of the French Embassy (972 Fifth Avenue, New York, NY 10021 USA):

Higher Education in France - A booklet which describes higher education, registration and application procedures, procedures for studying in various fields, student life, examinations, and directions on how to obtain a student visa.

French Universities - A list of French universities and their departments and degree levels.

Courses in France - A booklet which is produced annually that gives a general introduction to education in France, explains transfer of credits, how to obtain a student visa, travel information, living accommodations, and expenses. A list of the various universities contains specific information on each regarding the dates, minimum age, courses of study, diplomas, fees, and registration information.

Summer Courses - An annually revised booklet similar to Courses in France, but listing special summer sessions at various universities and private language centers.

Application Procedure for French Universities - A brochure which explains the new procedure students must follow in applying to a French University.

The new system, similar to that used by American universities, requires students to file an application before being granted permission to enroll. Students will therefore know well in advance of the start of the academic year whether or not and at what level they have been accepted.

The brochure Higher Education in France explains in detail the prerequisites for enrollment in each of the three cycles of the French university system. The prerequisites for entry is the Baccalaureate, and the equivalent is approximately two years of study at an American university. A bachelors degree from an American institution is considered equivalent to the D.E.U.G. (Diplôme d'Etudes Universitaires Générales).

Special examinations for foreign students can be taken at three levels. The first degree is the Certificat Pratique be Langue Francaise which demonstrates a basic knowledge of French language and culture. The second degree, Diplôme d'Etudes Francaise may be specialized in Literature, History, Art History, Economics and Demography, Geography, History of Ideas, or Political Institutions. This examination is intended to prove that the student is capable of following courses in the field of higher education. The third degree, Diplôme Superieur d'Etudes Fran-

caises demonstrates that the student has acquired the work techniques and methods required of French students. Foreign students who successfully pass the third degree are granted an equivalence with the first year cycle final examination leading to the D.E.U.G. in Modern Literature and Modern Foreign Languages. For additional information about these examinations, candidates should apply to the Cultural Services of the French Embassy (972 Fifth Avenue, New York, NY 10021 USA 212/737-9700), or to the Service d' Orientation Pedagogique des Etudiants Etrangers (Centre Albert-Chatelet, 8 rue Jean Calvin, 75005 Paris).

Germany

Information can be obtained from the Academic Exchange Service, Duetsches Academische Austausch Dienst, DAAD, 653 Bonn-Bad Godesberg 1, Kennedyalle Bundesrepublik Deutschland. Each year the publishing house Verlag Dr. Josef Raabe (Friendenplatz 10, Bonn, West Germany) publishes the Deutscher Hochschulfuhrer in the German language which gives copious information about all German colleges and universities. This handbook is the equivalent of books like the College Handbook or Barron's Profiles of American Colleges.

In 1969, the International Institute of Education published Thomas Huber's U.S. Study Programs and West German Educational Institutions. This book explains the German university system and programs for Americans at each university. Information can also be obtained from the individual university, the Kultusministerium in Bonn, the National Student's Organization, or the German Embassy. Usually German universities require one or two successful years at an American university and a satisfactory grade on a German language examination. Most German universities have a small office for foreign student affairs.

Japan

Admission to Japanese public universities is highly competitive, and entrance to them is very difficult for Japanese students who live abroad and for foreign students. Fluency in spoken and written Japanese is required of all foreign students. Individuals interested in Japanese language schools should apply to the Japanese Language School of the International Students Institute (3-22-7 Kitashinjuku, Shinjuku-ku, Tokyo) or the Japanese Language School of the Kansai International Students Institute (75 Kitaogi-Machi, Kita-ku, Osaka). Soka, Takushoku, Keio, Kinki, Reitaku, Tokai, Waseda, Jochi (Sophia), and Kokusai Kirisutokyo (International Christian) Universities also have Japanese

language institutes attached to them. A Student Guide to Japan is available free from the Association of International Education (4-5-29 Komaba, Meguro-ku, Tokyo, Japan). This booklet lists all Japanese universities and gives a general introduction in English to Japanese universities and admission procedures. Students who apply from international schools have a better chance of admission to the private Japanese colleges in Tokyo listed earlier (pages 13-18) in this book than to most other Japanese universities.

Netherlands

In order for American students to be accepted at a Dutch university, they first must have the approval of the Ministry of Education. To obtain information and request permission, write to the Office of Foreign Student Admissions, Room 1104, Torbecklaan 360, The Hague. To obtain admission information from a specific Dutch university, the student should contact the Dekan or the foreign student advisor at the university.

Students can also get information from the Foreign Student Service, Oranje Nassaulaan 5, Amsterdam. This service produces a newsletter for foreign students which is printed in English and sent free on request to students in the Netherlands.

Prospective students can also get information from the Institute of Social Services, Molenstraat 27, The Hague. Pamphlets entitled Should I or Shouldn't I? and Basic Data on International Courses Offered in the Netherlands are available at no cost from the NUFFIC Library in the Institute of Social Services. The booklet University Education in the Netherlands can be obtained from the Ministry of Education and Sciences, Documentation Department, Niewe Uitelg 2, Den Haag (ask for Docinform 262 and refer to the Number S 1012-500-6-70). The NUFFIC Library also contains information about financial aid for foreign students in Dutch universities.

United Kingdom

The Universities Central Council on Admissions, UCCA, large application processing center located in Cheltingham (north of Bristol, near Wales), handles applications for all universities in England and Wales. Despite its large size, it amounts to little more than a giant computer, dozens of xerox machines, an army of clerical workers, and a few professional staff members. All applications for admission to any university in the country must be sent to UCCA which processes the application and sends copies of it to the designated universities. This presents signifi-

cant difficulties for the non-British and overseas applicants, since no enclosures are permitted, and strict adherence to the format -- a format designed for British students -- is demanded. Deviation from the format results in rejection of the applicant by UCCA.

The following procedure should be used by students in American high schools who wish to attend British universities. First, students in grade 11 should write to UCCA and request application forms and the booklet entitled How to Apply for Admission to a University (cost: 50p). Only students who will be near the top of their graduating class should apply, since only about 10 percent of university-age Britons will attain university entrance credentials.

Extreme care must be taken in filling out the forms. Besides emphasizing the student's assets, the recommendation written by the counselor must parsimoniously but clearly explain the student's academic achievements. It should be borne in mind that the person who reads the recommendation is a British academician who is probably unfamiliar with the American educational system in general, and will have no idea about such subtleties as the grading system, honors classes, SAT scores, and school activities.

It is appropriate to include some basic facts about the British system here. The students beginning the first form (approximately 7th grade) are divided into grammar schools and secondary schools. (There is a trend sweeping the country to unify these into comprehensive schools). At the end of the fifth form (approximately 10th grade) students will take Ordinary Level Exams, commonly referred to as "O" Levels. To continue grammar school (the college preparatory tract) a student must successfully pass at least five "O" Levels. University-bound students then specialize and study mainly two, three, or four subjects until the end of the sixth form (approximately their last year in grammar school) when they will take advanced level examinations ("A" Levels). Students must successfully pass at least two or three "A" Level examinations to be admitted to a university. Some colleges have separate entrance examinations which are administered only after the student has achieved admission to the university. An American high school graduate has a broader but shallower education than a British graduate. For example, a British student who has an "A" Level in a foreign language can speak, read, and write the language fluently, is acquainted with the literature, and understands the politics and culture of the country where the language is spoken. However, the student's secondary education is concentrated almost ex-

clusively on that foreign language and one or two other subjects during the three years immediately preceding university entrance.

After a student's application has been processed by UCCA, it is highly advisable for the student to visit the admissions office of the college to which he/she is applying. The student should come to the interview armed with transcripts, letters of recommendation, school profile, and other documents which students would usually have to support their application at a highly competitive American university. If possible, it is most advantageous to have a counselor or other school official visit the admissions office on the student's behalf. The need for explanation and clarification of records cannot be overestimated. Students are usually notified of acceptance, rejection or alternate status in the spring of their senior year.

The following publications may be useful:

Compendium of University Entrance Requirements

Association of Commonwealth Universities
36 Gordon Square
London WC1H OPF United Kingdom
Published annually, this book contains a description of all universities in England, Canada and other Commonwealth countries. (Price: 11 pounds).

Guidance in International Schools by Charles T. Dykstra

European Council of International Schools
19 Claremont Road
Surbiton, Surrey KT64QR
England, United Kingdom
This book which costs $9.95 and was published in 1977 contains a large section on entry to British universities and polytechnic institutions, as well as information about careers in England.

Handbooks of Colleges and Departments of Education

Country Press, Priestman Street
Bradford BD8 8BT
United Kingdom
This book describes all teacher education programs at British universities. (Price: 25 pence).

Higher Education in the U.K.

36 Gordon Square
London WC1H OPF
United Kingdom
A handbook for students from overseas and their advisors. Association of Commonwealth Universities and the British Council. (Price: 60 pence).

How to Apply for Admission to a University

UCCA
P. O. Box 28
Cheltenham,
Gloucester GL50 IHY
United Kingdom
This booklet, which is revised annually, contains the UCCA application form and directions on how to fill it out.
(Price: 20 pence).

Some Notes for the Guidance of Overseas Students Who Wish to Study at British Universities

British Information Service
845 Third Avenue
New York, NY 10022 USA

SOURCES OF INFORMATION REGARDING FINANCIAL AID FOR COLLEGE

Recent studies reported in the 1977 College Board News have shown that finances are a major factor in determing access to, choice among, and retention in post-secondary education. Students' perception of which types of institutions they can afford substantially influences their college plans. Many students lack the strategic information about college costs and financial aid. Although most students at international schools come from comparatively well-off middle class families, offering the parents and students sources of financial aid can open new doors to students and provide a great deal of relief for parents.

The College Scholarship Service sells a kit entitled Explaining Financial Aid to Students and Parents. This audio-visual package contains a 12-page booklet outlining basic and reliable information about post-secondary educational costs and financial aid, and either 41 color slides or 41 black and white paper copies of the slides which can be used to produce transparencies. This kit is appropriate for use in group counseling sessions, at parents' nights, and with other groups that are interested in financial aid. The kit emphasizes three main kinds of information: The total cost of attending college, sources of aid available and how award decisions are made, and how to apply for specific sources of aid. Information about the new Financial Aid Form used by CEEB, ACT, and the Basic Educational Opportunity Grant Program is included. When ordering from the College Board Publication Orders Office (Box 2815, Princeton, NJ 08540 USA) specify item #218356 (color slides) or #218357 (black and white pictures).

Making it Count: A Project to Provide Better Information About Costs and Financial Aid to Students Making Post-Secondary Choices is a recent study completed by the College Entrance Examination Board. This publication identifies reasons why students do not receive necessary information, and presents models of better student financial aid information systems. A paper entitled A Uniform Methodology for Measuring Parental Ability to Pay: Implications for the College Scholarship Service and another entitled Measuring Student Resources for Post-Secondary Educational Expenses are also available from the College Scholarships Service. Almost monthly the College Scholarships Service and the American College Testing Program publish information regarding financial aid. To keep up-to-date with these fast breaking developments, counselors should ask for a list of their recent publications dealing with finan-

cial aid, and subscribe to the free publications: The College Board News and ACTivity.

Most financial aid is awarded on the basis of the applicant's financial need which is determined after the student has been accepted by a college. Applications based on financial need usually require the student's family to fill out forms such as the Financial Aid Form provided by the College Scholarships Service (888 7th Avenue, New York, NY 10019 USA) or the Family Financial Statement provided by the American College Testing Program (Box 168, Iowa City, IA 52240 USA). These forms are very similar to one another and replace the Parents' Confidential Statement which became obsolete on December 1, 1977. Results of the analysis of information based on this form are available now, both to parents and to the institutions of higher learning.

There is a two-cassette tape set in a vinyl album along with a folder that tells how to use the cassettes in a kit entitled Learning to Use the CSS Need Analysis System. This new independent study course is an hour-long program which explains the rationale behind the Need Analysis System and takes learners step-by-step through the forms, procedures, principles, and theory found in the Board's annual publication CSS Need Analysis: Theory and Computation Procedures for the PCS and FFS. The cassette package may be purchased from the College Board Publications Order Office (Box 2815, Princeton, NJ 08540 USA). When ordering, specify Item #218386.

ACT has developed a similar audio-visual student information package containing a filmstrip-cassette presentation entitled "Financing a Post-Secondary Education" ($7.50), a free tabloid entitled "A Guide for Students and Parents," and free paper graphics entitled "A Student Needs Analysis Service." The paper graphics can be easily made into overhead transparencies, and an accompanying script describes the financial aid process in detail.

One of the best places to seek financial aid information is in the catalog or in the financial aids office of the college to which the individual student is accepted. Practically all American colleges have a financial aids office or officer. Types of aid usually fall into three main categories: part-time and summer jobs; loans on special low terms; and grants, fellowships or scholarships. Some colleges offer students a financial aid "package", i.e., a combination of these three categories. Low tuition or free tuition public colleges and universities can also be considered as offering a type of financial aid, since the education is

subsidized by the government.

More than ever before, financial aid for college is available. Students should not avoid application to the college of their choice because they lack financial resources. Funding is usually available if it is correctly sought, and if need can be proven.

Scholarships based on academic excellence have different criteria than those based on financial need. Academic criteria usually consist of examinations, grades, and recommendations by teachers. The National Merit Scholarship is an example of a scholarship based on academic promise. Each year approximately 15,000 students become finalists in the National Merit Scholarship competition, but only about 4,000 students get financial aid. However, many of these awards are also based on financial need. The National Merit Scholarship Corporation awards one thousand $1,000 scholarships, and corporations and universities offer others. Students who wish to receive an award from a university based on the National Merit Scholarship's qualifying test should list a university which offers scholarships on this basis as their first choice on their test form. Students who list a first choice university on their test form that does not offer scholarships based on the NMSQT scores have no chance of getting a NMSQT scholarship from a university no matter how high their test scores. To find out which universities offer financial aid, counselors can look in the Annual Report of the National Merit Scholarship Corporation which lists sponsors and the number and size of awards given.

Other sources of financial aid not based on need include competitive state programs and scholarships offered by companies, churches, educational groups, and other special interest groups. Students should ask their parents to find out if the company which they work for or church that they belong to, or any other organization with which they are affiliated offers scholarships.

A few years ago the federal government instituted a program entitled Basic Educational Opportunity Grants Service (BEOGS). The BEOGS Program assures any low-income student minimum financial aid to attend college, and can be used at any school in the country. For information about the BEOGS Program, write to:

Department of Health, Education, and Welfare
Office of Education
Bureau of Post Secondary Education
Washington, DC 20202 USA

Some sources and organizations which provide information about financial aid are listed below:

A Chance to go to College

Publications Office
College Entrance Examination Board
Box 592
Princeton, NJ 08540 USA

A directory of 800 colleges that have special help for students from minorities and low-income families.

Annual Register of Grant Support

Marquis
Who's Who, Inc.
200 East Ohio Street
Chicago, IL 60611 USA

More than 2,000 grants, fully described.

CEEB Guide to Financial Aid for Students and Parents

Elizabeth W. Suchar
Simon & Schuster, Inc.
1 West 39th Street
New York, NY 10018 USA

This $5.00 book is a convenient guide for a search for undergraduate financial assistance.

College Entrance Guide for American Students Overseas

College Entrance Examination Board
Publications Order Office
Box 592
Princeton, NJ 08540 USA

Pamphlet with good section on financial aid sources and information for overseas students.

Don't Miss Out

Octameron Associates
P. O. Box 3437
Alexandria, VA 22302 USA

Booklet which follows a logical, programmed instruction sequence that permits students and parents to organize and develop a financial aid plan.

Educational Scholarships and Concessions Information for Dependents of Active, Retired and Deceased Military Personnel

Adjutant General
Attention: AGMD
Department of Army
Washington, DC 20315 USA

Financial Aid News

College Entrance Examination Board
888 Seventh Avenue
New York, NY 10019 USA

This newsletter is published several times a year to report events and to provide information in the area of financial aid.

Financial Aids for Higher Education

Oreon Keeslar
William C. Brown Company
2460 Kerper Blvd.
Dubuque, IA 52001 USA
7th Edition: $14.95, 1977

Lists more than 2,000 financial aid programs with up-to-date information, and has a "program finder" which helps students locate scholarships for which they are eligible.

Grant's Register

St. Martin Press
175 5th Avenue
New York, NY 10010 USA

Guide for financial aids available for specific programs and/or fields of study.

Handbook of American College Financial Aid

Nicholas C. Proia and Vincent DiGaspari
Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797 USA
($6.95, 1977 revised edition)

Lists addresses of financial aid offices at colleges in the U.S., by state. Funding information at public and private colleges.

HEW Fact Sheet

DHEW Publication No. (OE) 1977-17907
Office of Education
Bureau of Post Secondary Education
Washington, DC 20202 USA

Lovejoy's Guidance Digest

443 Broad Street
Red Bank, NJ 67701 USA
($15.00 annual subscription)

Monthly publication reporting current developments in financial aids.

Lovejoy's Scholarship Guide

Simon & Schuster - New York
Rockefeller Center
630 5th Avenue
New York, NY 10020 USA

Guide to thousands of scholarships, loans, and part-time jobs.

Meeting College Costs

Publications Office
College Entrance Examination Board
Box 2815
Princeton, NJ 08540 USA

Need a Lift? A Guide to Educational Opportunities

Careers, Loans, Scholarships, Employment
American Legion, Educational and Scholarship Program
Indianapolis, IN 46206 USA
(published each fall)

Directory and descriptions of loans and scholarships.

Publication Catalogue

American College Testing Program
P. O. Box 168
Iowa City, IA 52240 USA

Publication Catalogue

College Scholarship Service
College Entrance Examination Board
Box 592
Princeton, NJ 08540 USA

Brief folder describing costs and possible sources of financial aid.

Social Security Checks for Students from 18 to 22

DHEW Publication No. (SSA) 75-10048
Office of Education
Bureau of Post Secondary Education
Washington, DC 20202 USA

Student Aid Annual

Chronicle Guidance Publications, Inc.
Moravia, NY 13118 USA

Provides annual information on financial aid programs offered by non-collegiate sources.

Study Abroad: International Directory of Fellowships, Scholarships and Awards

UNESCO Publications
P. O. Box 433
317 East 34th Street
New York, NY 10016 USA
($6.00 postpaid 18th edition)

250,000 scholarships for study abroad.

Undergraduate Programs of Cooperative Education in the United States and Canada

National Commission of Cooperative Education
360 Huntington Avenue
Boston, MA 02115 USA

This free directory lists hundreds of inexpensive, practical programs in which students work and attend school simultaneously.

You Can Win a Scholarship

S. C. Bronstein and Mitchell Weiner
Barron's Educational Series
113 Crossways
Woodbury, NY 11797 USA

A counselor interested in financial aid may wish to join the National Association of Student Financial Aid Administrators (NASFAA, 910 17th Street, N.W., Suite 228, Washington, DC 20006 USA 202/785-0453).

GUIDANCE CONCERNS

SOURCES OF OCCUPATIONAL INFORMATION

Keeping current United States occupational information is difficult in overseas schools. The Vocational Guidance Quarterly and the Occupational Outlook Quarterly publish current trends and up-to-date sources of information. The Occupational Outlook Handbook is updated every two years, and materials from Chronicle Guidance and Science Research Associates and other publishers are regularly updated. Some of the following resources are particularly helpful:

B'nai B'rith Vocational Service (Publisher)
1640 Rhode Island Avenue, N.W.
Washington, DC 20036 USA

Career Index (Revised annually)

Chronicle Guidance Publications, Inc.
Moravia, NY 13118 USA

Career World (Monthly)

Curriculum Innovation, Inc.
501 Lake Forest Avenue
Highwood, IL 60040 USA

Careers, Inc. (Publisher)
P. O. Box 135
Largo, FL 33540 USA

The Dictionary of Occupational Titles

(Under $50 for set--a new edition is planned for 1979)
4 Volume Series
Superintendent of Documents
Washington, DC 20402 USA

The Information Service in Guidance (Text)

by Norris, Hatch, Zeran and Engelkes
Rand McNally
Box 7600
Chicago, IL 60680 USA

National Center for Information on Careers (NCICE)
1607 New Hampshire Avenue
Washington, DC 20009 USA

Job Family Series Booklets & Cassettes (1977--$130) and
Occupational Brief Series (Continually updated--$400 to $600)

Science Research Associates
259 East Erie Street
Chicago, IL 60611 USA

Occupational Outlook Handbook (Revised biannually)

Bulletin 1700 of the
U.S. Department of Labor
Bureau of Statistics
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402 USA

The Occupational Outlook Quarterly

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402 USA

Occupational Viewdeck (Continually updated--$100)
Chronicle Occupational Briefs

Chronicle Guidance Publications, Inc.
Moravia, NY 13118 USA

Profile (Monthly)

High School News Service
Building X-18
Naval Station
Norfolk, VA 23511 USA

Vocational Guidance Quarterly

National Vocational Guidance Association
1607 New Hampshire Avenue
Washington, DC 20009 USA

EMPLOYMENT OPPORTUNITIES FOR STUDENTS

Work opportunities for students in American schools overseas depend on location, the student's linguistic ability, size of expatriate community, the conditions of the local labor market and local laws affecting work and residence permits.

Students desiring jobs during the school year can offer their services both inside and outside the American community as babysitters, yard workers, etc. They are competing with local labor for such jobs, and this may mean low wages and long hours. American community organizations and clubs may be another source of employment.

Local newspapers and youth employment centers are another source of employment information, although the language barrier may make these resources impractical. The International Herald Tribune and other international English language newspapers have want ad sections, which sometimes list opportunities for young people. Most employment listed with English language papers, such as the Herald Tribune is for English speaking persons. The Civilian Personnel Office of the local U.S. military base occasionally will have job openings which are appropriate for students. For summer employment, the lists of summer camps in Chapter XIV might be useful, if the students qualify as counselors, water safety instructors, food service workers, or other camp related workers.

If employment is to be sought in the United States, the Employment Security Commission has offices in all large American cities and in each state capitol as an arm of the State Department of Labor. These offices produce a large amount of printed material dealing with state labor trends and job getting techniques. They are designed to be helpful to the local unemployed person who comes to them looking for a job. They are not designed to help persons from overseas or from other states find employment.

Generally speaking, good jobs for students abroad are seldom found. Competition with the local residents is difficult. Language ability and a willingness to work for little money are frequently prerequisites for job placement in the host country's economy. In addition, work permits are difficult to obtain in some countries. The most frequent sources of employment for students are relatives and American neighbors, who can hire young Americans for their companies, for domestic work, or for babysitting.

STANDARDIZED TESTING RESOURCES

Overseas testing programs are difficult to organize and administer. Selecting and obtaining test materials can be difficult, and effective scoring presents even more difficulties.

Organizing a school testing program must usually be considered a local matter for each overseas school. Since specialists and support personnel are not usually available, a committee composed of a counselor, an administrator, teachers, and other available specialists might be given the task of developing or revising a school-wide testing program. The European Council of International Schools attempted to develop common testing programs and norms for European international schools, but has not yet succeeded in achieving that goal. The Department of Defense Dependent Schools usually operates a rather sophisticated testing program in dependent schools. Individuals in the Department of Defense Dependent Schools' Office of Pupil Personnel Services, regional international schools organizations, or stateside organizations such as International Schools Services can be a source of information and assistance, but truly appropriate norms have never been developed.

Educational Testing Service publishes a free International Newsletter (Frances Ottobre, Editor, Educational Testing Service, Princeton, NJ 08540 USA) which describes various international testing programs and research. The Office of Overseas Services of the Educational Testing Service holds testing workshops each summer. However, these workshops are directed primarily toward foreign educators.

Six organizations which may prove helpful in organizing an overseas testing program are:

American College Testing Program
Box 168
Iowa City, IA 52240 USA

Association for Measurement in Guidance
1607 New Hampshire N.W.
Washington, DC 20009 USA

Division V of The American Psychological Association
1200 17th Street, N.W.
Washington, DC 20036 USA

Educational Records Bureau
160 Speen Street
Farmingham, ME 01701 USA

Educational Testing Service
Rosedale Road
Princeton, NJ 08540 USA

The Psychological Corporation, Division of
Harcourt, Brace, Javanovich
304 East 45th Street
New York, NY 10017 USA

Well-known individuals who deal with K-12 standardized tests such as Frank Womer of the University of Michigan, Dr. William Mehrens of Michigan State University (past presidents of AMEG) are able consultants. In addition, counselors can turn to their former teachers of tests and measurements when questions arise that go beyond their own expertise in this highly technical subject.

Many publishers will give helpful information, but of course, their object is to sell the tests they publish. A school doing an extensive re-evaluation of its testing program would do well to invest in the most recent Mental Measurements Yearbook, published by Gryphon Press (220 Montgomery Street, Highland Park, NJ 08904 USA). The yearbooks review all commonly used standardized tests. The 7th Yearbook (1972) costs $70.00.

There are four possible methods of test scoring: (1) hand scoring, (2) using a publisher's computerized scoring service, (3) obtaining a program to score tests locally, (4) making a cooperative school-to-school arrangement for scoring with a large stateside school system. None of these methods work as efficiently as they do in the United States. Either schools must wait too long to obtain their results or sacrifice accuracy and helpful school-wide data summaries by hand scoring all tests.

Tests such as the Graduate Record Exam, Miller Analogies, Test of English as a Foreign Language, General Educational Development Test, College Level Examination Program, and Secondary School Admission Test, are usually administered periodically at United States Embassies and Consulates. If the local overseas school does not arrange to administer college entrance examinations, the embassy or consulate will also administer the Scholastic Aptitude Test and The American College Test. Application forms for all the tests mentioned in this paragraph may be obtained from the embassy, school, or directly from the publisher. The application forms must be returned directly to the publisher with the fee payable in United States dollars. The publisher then sends an entrance certificate for the test.

SCHOOL DIRECTORIES

Correspondence Schools

Correspondence schools can be extremely helpful in a variety of instances. They can help fill in the gaps of a limited curriculum. They may be used by students who must move to an area of the world where no American schools exist. They may be used by students who for one reason or another lack one or two credits for graduation.

In the early days of multi-national corporations, correspondence schools were one of the usual methods of providing education for American children abroad. Several American overseas secondary schools began with one or two teachers supervising students doing correspondence courses in various subjects. If a student moves to a country where an appropriate school is not available, and elects to do correspondence study, parents should be advised either to hire a tutor or to share tutoring duties with other families. By sharing the teaching responsibilities with other adults the parents may be able to maintain a better parental relationship with their children.

Most institutions that offer correspondence courses require students to find a proctor and/or tutor (e.g., a school teacher, minister, or embassy official) other than a parent in their city of residence. The correspondence school will provide books and assignments. The students complete the assignments, and send them to the correspondence school for correction, and review the corrections when they are returned. Periodically, or at the end of the course, tests are sent to the proctor who after administering them, returns them directly to the correspondence school. After the students fulfill the requirements of a course, they receive an official statement or transcript awarding them credit for the course.

Correspondence courses should not be considered an easy way out. They are difficult and usually demand a great deal of maturity and responsibility on the part of the student. Care must be taken to avoid fly-by-night organizations which offer correspondence courses but are not accredited. Free copies of the Directory of Accredited Home Study Schools, The Home Study Blue Book, and The Counselor's Guide to Home Study Training are available from:

The National Home Study Council
1601 18th Street, N.W.
Washington, DC 20009 USA
Tel: 202/234-5100

A Guide to Correspondence Study can be obtained at a nominal fee from:

National University Extension Association
112 TSMC
University of Minnesota
Minneapolis, MN 55455 USA
Tel: 612/373-2851

Old editions of the College Blue Book (Harper & Row, 49 E. 33rd Street, New York, NY 10016 USA) contain a list of high school and college correspondence schools. Some other correspondence schools which are well recognized in the United States are:

Calvert School
Tuscany Road
Baltimore, MD 21210 USA
Tel: 301/243-6030

Center for Extended Learning
Correspondence Instruction
Division of Continuing Education
University of Tennessee
447 Community and Extension Building
Knoxville, TN 37916 USA
Tel: 615/974-5135

Division of Continuing Education
Independent Study
Owen Hall
Indiana University
Bloomington, IN 47401 USA
Tel: 812/337-3693

High School Correspondence Courses
University of Nebraska Extension School
University of Nebraska
Lincoln, NE 68508 USA
Tel: 402/472-7211

LaSalle Extension University
417 South Dearborn
Chicago, IL 60605 USA
Tel: 312/427-4181

Life Long Learning/Correspondence Instruction
The University Extension
University of California
Berkeley, CA 94720 USA
Tel: 415/642-4124

University of Missouri-Colombia
Extension Division
Independent Study Department
414 South 5th Street
Colombia, MO 65201 USA
Tel: 314/882-4511

The Defense Activity for Non-Traditional Educational Support (DANTES, Ellyson Center, Pensacola, FL 32509 USA) publishes a comprehensive two volume independent study catalogue containing information about high school, undergraduate and graduate examinations and independent study programs. A copy is available at most U.S. military installations.

Students who are interested in correspondence courses might also be interested in obtaining their diploma by passing the General Education Development Test or attaining advanced college placement by passing the College Level Educational Placement Test, or Advanced Placement Test. Information about these three tests is available from the College Entrance Examination Board (888 Seventh Avenue, New York, NY 10019 USA). The Counselors Handbook and Guide to Credit-By-Examination is revised regularly, and is available by writing to the College Entrance Examination Board.

Overseas Schools

Before a family moves to another overseas post, they may turn to the counselor for help in finding another school to attend. The following directories and organizations may be useful in finding schools in various parts of the world:

Association of American Schools of South America
c/o Uruguayan-American School
Bulevar Artigas 160
Montevideo, Uruguay

Association of International Schools in Africa
International School of Lusaka
P. O. Box R. W. 121
Ridgeway, Lusaka, Zambia

Directorate for Dependents' Education
U. S. Department of Defense
Washington, DC 20301 USA

East Asia Regional Council of Overseas Schools
International School of Manila
P. O. Box 323 Commercial Center
Makati, Rizal D-708
Philippines

ECIS Directory
European Council of International Schools
19 Claremont Road
Surbiton, Surrey KT64QR
England, United Kingdom

International School's Association Directory
Palais Wilson 20
1211 Geneva 14
Switzerland

International Schools Services
125 Alexander Street
Princeton, NJ 08540 USA

NESA Directory
Near East/South Asia
Council of International Schools
American Community School of Athens
APO New York 09253 USA

Overseas American-Sponsored Elementary and Secondary Schools Assisted by the U.S. Department of State, and Fact Sheets describing each A/OS school
Office of Overseas Schools
Room 234 SA-6
U.S. Department of State
Washington, DC 20502 USA

Schools Abroad of Interest to Americans
Porter Sargent, Publisher
11 Beacon Street
Boston, MA 02108 USA
Tel: 617/523-1670

Section on United States Students Abroad (SECUSSA)
National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009 USA

Information is also available from:

Mr. Floyd Parsons, Executive Secretary
Association for the Advancement of International Education
31 Nob View Circle
Little Rock, AR 72205 USA
Tel: 501/225-4933

Center for International Education
120 World Affairs Building
University of Houston
Houston, TX 77004 USA
Tel: 713/749-3211 Ext. 3212

International Schools Services
P. O. Box 5910
126 Alexander Street
Princeton, NJ 08540 USA
Tel: 609/921-9110

Boarding Schools

Occasionally parents of students seek a boarding school. The two most comprehensive guides are reprinted each year. They are:

The Handbook of Private Schools

Porter Sargent, Publisher
11 Beacon Street
Boston, MA 02108 USA
Tel: 617/523-1670

Private Independent Schools

Bunting and Lyon, Inc.
86 North Main Street
Wallingford, CT 06492 USA
Tel: 203/269-3333

Other guides for boarding schools are:

Lovejoy's Prep School Guide

Simon and Schuster, Inc.
1 West 39th Street
New York, NY 10018 USA
Tel: 212/246-2121

Boarding Schools

4 Liberty Square
Boston, MA 02109 USA
Tel: 617/426-5706

Educational Register

Vincent/Curtis
224 Clarendon Street, Room 24
Boston, MA 02116 USA
Tel: 617/536-0100

Boarding Schools Report is a newsletter published six times annually for administrative and counseling personnel. Boarding Schools Report and a free directory containing general information about American boarding schools is available from: Boarding Schools, 4 Liberty Square, Boston, MA 02109 USA.

The School and College Advisory Center (400 Madison Avenue, New York, NY 10017 USA 212/826-7130) offers a free service in placing children in appropriate boarding schools. The Advisory Service on Private Schools (500 Fifth Avenue, Suite 1125, New York, NY 10036 USA 212/736-1660) offers a similar free service. The Porter Sargent Advisory Service (11 Beacon Street, Boston, MA 02108 USA 617/523-1689) can also be very helpful in selecting the right boarding school.

Schools for Exceptional Children

Exceptional children who need special education services frequently cannot be accommodated in overseas schools. All parents of exceptional children must make many difficult personal decisions regarding their children's welfare and education. These decisions are complicated for families living overseas. Some parents hire special tutors for their children while overseas, while others provide a boarding school for their special children.

Directories of special schools include:

The Academic Underachiever

A guide to over 700 tutorial, remedial, diagnostic, and academic institutions
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091 USA
Tel: 202/620-3660

Directory of Educational Facilities for the Learning Disabled

Association for Children with Learning Disabilities
5225 Grace Street
Lower Level
Pittsburgh, PA 15236

Directory for Exceptional Children

Porter Sargent Publisher
11 Beacon Street
Boston, MA 02108 USA
Tel: 612/523-1670

Directory of State and Local Resources for the Mentally Retarded

(Entries are listed by state)
U.S. Department of Health, Education, and Welfare
Secretary's Committee on Mental Retardation
Washington, DC 20201 USA

International Directory of Mental Retardation Resources

DHEW Publication No. (OS) 73-77
U.S. Department of Health, Education, and Welfare
Secretary's Committee on Mental Retardation
Washington, DC 20201 USA

Special Children

A directory published 3 times yearly by the
American Association of Special Educators
107-20 125th Street
Richmond Hill, NY 11419 USA
Tel: 212/641-1224

Other sources of helpful information for the special child are:

American Association of Special Educators
107-20 125th Street
Richmond Hill, NY 11419 USA
Tel: 212/641-1224

American Association on Mental Deficiency
5201 Connecticut N.W.
Washington, DC 20015 USA
Tel: 202/686-5400

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091 USA
Tel: 202/620-3660

Mental Health Materials Center
419 Park Avenue, South
New York, NY 10016 USA
Tel: 212/889-5760

National Association for Downs Syndrome
P. O. Box 63
Oak Park, IL 60302 USA
Tel: 312/383-7718

National Consortium for Child Mental Health Services
1800 R. Street, N.W., Suite 904
Washington, DC 20009 USA
Tel: 202/462-3754

Exchange Programs

Sources of student exchange information and placement are:

British-American Educational Foundation
International Exchange Program
426 East 89th Street
New York, NY 10028 USA
Tel: 212/722-3196

Cooperative International Pupil-To-Pupil Program
3229 Chestnut Street, N.E.
Washington, DC 20018 USA
Tel: 202/393-5070

Council on International Educational Exchange
777 United Nations Plaza
New York, NY 10017 USA
Tel: 212/661-0310

Experiment in International Living
United States Headquarters
Brattleboro, VT 05301 USA
Tel: 802/257-7751

German Academic Exchange Service
1 Fifth Avenue
New York, NY 10003 USA
Tel: 212/260-2216

International Exchange
American Field Service
313 East 43rd Street
New York, NY 10017 USA
Tel: 212/689-1780

International Schools Association
Palais Wilson
Case Postale 20
1211 Geneva 14
Switzerland

VISIT
International Student Service
291 Broadway
New York, NY 10017 USA
Tel: 212/374-2000

Youth for Understanding
Teen-age Exchange Program
2015 Washtenaw Avenue
Ann Arbor, MI 48104 USA
Tel: 313/769-7800

Summer Schools and Camps for Children

Although they may not be easy to find, summer schools, summer camps, and student trips are numerous overseas and in the United States. Some summer schools offer regular high school academic programs. Those located overseas usually stress foreign language studies combined with study of the culture and history of the country in which it is located.

Many universities throughout the world offer summer language programs and other courses for high school students. To obtain information about these programs, write or call the university in which your students might be interested, the country's ministry of education, or the nearest embassy of the country. Sometimes student organizations produce lists of summer programs, trips and events. To obtain the address of the student organization in your host country, call the nearest university or write the ministry of education.

American colleges which are located overseas or have overseas extensions sometimes offer summer programs for high school students. These colleges are listed in

Alliance Francaise de New York
22 East 60th Street
New York, NY 10022 USA
Tel: 212/644-1820

Barron's Teen-Age Summer Guide

Barron's Educational Series, Inc.
113 Crossways Park Drive
Great Neck, NY 11797 USA
Tel: 516/921-8750

Business School Directory

Association of Independent Colleges and Schools
1730 M Street, N.W.
Washington, DC 20036 USA
Tel: 202/659-2460

Commission on Voluntary Service Action
475 Riverside Drive
New York, NY 10027 USA
Tel: 212/870-2707

Directory of Summer Jobs Abroad

Vacation and Work
9 Park End Street
Oxford, England
United Kingdom

Experiment in International Living
U.S. Headquarters
10 Kipling Road
Brattleboro, VT 05301 USA
Tel: 802/257-7751

French Cultural Union
47, Boulevard Lannes
Paris 16 eme
France

Goethe Institute
Goethe House
1014 5th Avenue
New York, NY 10028 USA
Tel: 212/744-8310

Guide to Summer Camps and Summer Schools

Published annually by Porter Sargent Publisher
11 Beacon Street
Boston, MA 02108 USA
Tel: 617/523-1670

Guide to Summer Study

Published annually by ECIS and NESA

International Herald Tribune
School and Camp Guide

Published annually and available free
21 rue du Berni
Paris 8ee France
(A current Educational Directory appears every Friday
in the International Herald Tribune)

National Association of Trade and Technical School Directory

20201 L Street, N.W.
Washington, DC 20036 USA
Tel: 202/296-8892

New York Times
School and Camp Guide

229 West 43rd Street
New York, NY 10036 USA
Tel: 212/354-3900

Summer Community Organization and Political Education Program
c/o Southern Christian Leadership Conference
330 Auburn Avenue N.E.
Atlanta, GA 30303 USA
Tel: 404/522-1420

Summer Study Abroad

Published annually and available free
Counseling Division
Institute of International Education
809 United Nations Plaza
New York, NY 10017 USA
Tel: 212/883-8200

Summer Study Catalog

American Institute for Foreign Study
102 Greenwich Avenue
Greenwich, CT 06830 USA
Tel: 203/869-9090

Summer Study Consulration
School and College Advisory Center
400 Madison Avenue
New York, NY 10017 USA
Tel: 212/826-7130

Summer Study Guide

Bunting and Lyon Publishers
86 North Main Street
Wallingford, CT 06492 USA
Tel: 203/269-3333

Vacation Abroad/International Directory of Courses, Study Tours, and Work Camps

UNESCO Publication Center
650 First Avenue
New York, NY 10016 USA
Tel: 212/686-4707

Work Study and Travel Abroad

Published annually by
United States National Student Association
2115 S Street N.W.
Washington, DC 20008 USA
Tel: 202/667-6000

Youth for Understanding
2015 Washtenaw
Ann Arbor, MI 48104 USA
Tel: 313/769-7800

The School and College Advisory Center (400 Madison Avenue, New York, NY 10017 USA 212/826-7130) offers free consultation in helping parents choose summer camps, tours, and special activities for their children. The Advisory Service (Suite 1125, 500 Fifth Avenue, New York, NY 10036 USA 212/736-1660) offers a similar free service.

SOURCES OF TUTORING ASSISTANCE

Because no special education services are available and because highly mobile students come from such varied backgrounds, tutors are a necessary component of an effective overseas school program. Parents of children who need tutoring are usually unable to locate satisfactory assistance because they are recent arrivals in the city and/or are unfamiliar with the educational milieu. Providing an up-to-date list of tutors who can be hired is one of the important services a school should render. Tutors able to teach English as a foreign language are especially in demand by families whose mother tongue is not English. Most schools have a policy forbidding teachers to tutor children who attend their classes for payment.

Tutoring services in an overseas school can be drawn from several sources, both within the school and in the community as a whole. Within the school itself, one can usually find willing substitute teachers, faculty members, and more advanced students to act as tutors.

Tutoring by more advanced peers has inherent advantages and disadvantages. It is cheaper, sometimes more convenient, and may be more willingly accepted by the individual in need of tutoring. However, tutoring by peers is not appropriate for students whose academic difficulty stems from lack of study skills or lack of self-confidence. When tutoring is done by students, it should be done under adult supervision, in a specific time and place, and only if there is continuous direction given to the student-tutor by the classroom teacher. A written contract between the student-tutor, parent, and student may prevent such assistance from degenerating into play.

The Honor Society and the Math, Science, and Language Clubs in the school may provide tutoring under the supervision of the club's advisor. This kind of arrangement works very well in many schools and gives club members a sense of purpose, responsibility, and civic contribution.

Outside of the school, tutors can be found among the parents, local American clubs and community organizations, university students, and from the faculties of host national schools and universities. It should be the responsibility of the school to be certain that each individual who seeks assistance is able to locate an adequate source of help. However, actually contracting and paying for this assistance is usually considered to be primarily the responsibility of the parents.

The school may want to publish a list with tutors' names, addresses,

phone numbers, subjects, and available hours. The arrangement should be private, between the tutor and the parents, as there is no guarantee for success and given the included financial arrangement there is the distinct possibility of adverse repercussions.

THE LEGAL STATUS OF AMERICANS ABROAD

Generally, unless entitled to special legal status, schools and students are subject to local laws. Although counselors and administrators in overseas schools are not always bound by United States laws, following American laws to the extent feasible, is still good practice, since it usually insures ethical and reasonable treatment of students and staff. It has been argued that certain United States constitutional rights relating to education follow the students and parents if they are stationed overseas under the auspices of the federal government. If a nexus can be found between the school and the United States government, the same argument could be made. If a school receives substantial funding from the state department or other federal agency, if many students are children of United States military or embassy personnel, if the school is located on United States government property, or if the students are directly or indirectly financed by the American government, a United States court could rule that some students would be entitled to their rights under the United States Constitution. Administrators who act as if American students have the same rights as they would have in a stateside school are likely to meet the expectations of American overseas parents. While the arguments have not been approved by the courts, counselors and administrators should be aware of both the implications and expectations involved.

Whether the school is incorporated under United States or host country laws will make a difference in some cases. During the 1970's a number of countries attempted to place restrictions on American schools, such as use of the host country's language, required teaching of the state religion, complete change in the curriculum, etc. Schools under the auspices of the embassy or United States government (e.g., under the SOFA Agreement) usually can avoid such problems.

Students and staff usually fall under the host nation's laws. In some countries school officials are more frequently the targets of lawsuits than medical doctors. In an American overseas school, it is less likely that lawsuits would be filed against the school or administrator than under the same conditions in the United States, although their likelihood seems to be increasing.

Recently in the United States, courts have been called upon to review legal disputes between students and educational officials to a degree unprecedented in our history. Administrators and counselors

should be well aware of the rights and privileges of students. In Matter of Gault (387 U.S. 1, 18 L.Ed. 527, 87 S. Ct. 1428, 1967) the Supreme Court of the United States stated that the Constitution, the entire Bill of Rights, and in particular the 14th Amendment (the right to due process) is as valid for children as it is for adults. A plethora of rulings regarding student rights have been handed down since Gault, especially during the last few years. Tinker vs. Des Moines School District (393 U.S. 503 S. Ct. 1968) extends freedom of speech to students. Wood vs. Strickland (416 U.S. 935 94 S. Ct. 1932; 95 S. Ct. 992) clarified that good faith on the part of Board members is not enough, and enabled students in the particular circumstances of that case to seek restitution from Board members and administrators who denied them their constitutional rights. Goss vs. Lopes (No. 73-898) requires a hearing and due process before any serious disciplinary action. These cases are already being modified by court rulings, and similar cases are currently pending.

Statutory laws are also extending student rights in America. The Federal Family Education Rights and Privacy Act (Section 438 of Public Law 93-380) allows parents (and students over 18) to inspect all school records regarding their child. Title IX of the Education Amendments of 1973 bars discrimination on the basis of sex in schools. During the late 1970's, and early 1980's, more laws and court rulings will undoubtedly affect student rights. The Counselor and the Law by Thomas Burgum and Scott Anderson which reviews all aspects of American law up to 1975 as it relates to counselors was recently published by the American Personnel and Guidance Association ($13.00, order #72005). Administrators should be particularly aware and protective of student rights, precisely because legal recourse for mistreated students is far more difficult and unlikely in overseas schools.

Counselors in some countries do not have the right of privilege in overseas schools. In some countries not even psychotherapists have this right, and under those circumstances it would be highly improbable that this right would be extended to school personnel. When a counselor deals with students who at their own volition talk about breaking the law, the counselor should, if necessary, explain to the students that he/she does not have the right of privilege, and if called to testify, he/she might be required to repeat anything the student says in court. Should a counselor ever be required to testify, he should seek legal assistance, and maintain confidence until required by the

court to testify. In some cases where the school is closely associated with the United States government, some protection may be afforded.

American students who get into difficulty with the law (e.g., theft, vandalism, drug abuse, etc.) have several sources of legal assistance. The consular officer of the United States Embassy can be particularly helpful, even though many embassies do not retain permanent legal council on their staff. Court-appointed lawyers for juvenile offenders in some countries can be especially helpful. These persons sometimes have training and experience both in law and in social work. Most overseas schools retain a school attorney who assists the school with a variety of school-related problems. The school lawyer can be helpful in making referrals for criminal cases, divorce cases, and other legal problems which a counselor may encounter. The legal advisor for the Office of Overseas Schools of the State Department can provide some guidance to schools without adequate local resources.

Questions regarding United State. citizenship and naturalization should be addressed to the United States Consulate or Embassy. A booklet entitled Naturalization Requirements and General Information is available free from the United States Department of Justice, Immigration and Naturalization Service, 1025 Vermont Avenue, N.W., Washington DC 20536 USA.

COUNSELING ASSISTANCE

Students in American schools overseas have approximately the same kinds of developmental problems as students in the United States. In addition they are burdened with a large number of problems associated with culture shock, separation anxiety, value conflicts and disorientation. Students in international schools live lives that are almost in constant flux.

Some students arrive at a new school with fear, trepidation and an avowed dislike of the country, the school, students and teachers. Two years later, when it is time for them to leave that same school, the same students vehemently protest and claim that this was the only place that they ever had any real friends. Even in the same family, one child may grow and be stimulated by each move the family makes. Another child in the same family may become more withdrawn and alienated as a result of each move.

Useem (Appendix D), Werkman (Appendix E), and others who have studied children in international schools maintain that family ties are much stronger in these highly mobile families. They claim that because a significant number of the student body comes from other countries and other cultures, students in international schools are likely to become far more tolerant of others, and that they have a unique opportunity to develop a truly global perspective as citizens of the world. Nevertheless, life in the international community for some children is fraught with disappointments, frustration and psychic dangers.

Parents who need assistance for their child can sometimes obtain it through the mail. Usually the kind of advice one can best receive via mail deals with placement in private schools or assistance in finding an appropriate college for their child.

Parents who need the assistance of an educational counselor can contact the Independent Educational Counselors Association (4 Liberty Square, Boxton, MA 02109 USA) to receive a list of its members. Free private school information can be obtained from the Advisory Service on Private Schools (500 Fifth Avenue, Suite 1125, New York, NY 10036 USA). John Oliver Rich, Director of the Educational Counseling Service, Inc., (Cardigan Mountain, Canaan, NH 03741 USA), states that the purpose of ECS is to guide parents and students towards schools and programs which will best serve the needs of each boy and girl. Parents are charged counseling fees which vary according to the services required. Charles T. Dykstra

(Educational Guidance, 1925 Bretton, Grand Rapids, MI 49506 USA) helps parents and students locate financial aid, select private secondary schools, undergraduate and graduate schools and European study opportunities. Fees vary depending upon services provided. Anita Mitchell, President of Alternatives (3993 South Orange Avenue, Los Angeles, CA 90008 USA), operates a similar consulting firm. Dr. Mitchell is a consultant to the Office of Overseas Schools and to overseas schools throughout the world and has presented communication workshops to many overseas counselors and administrators.

A Directory of Counseling Services, published by the International Association of Counseling Services, Inc. (1607 New Hampshire Avenue, N.W., Washington, DC 20009 USA), is a book that will probably be more helpful to counselors than to a parent, but it does contain a description of accredited counseling services which are associated with private organizations, colleges, universities, and community colleges in the United States and Canada.

Schools Abroad (Porter Sargent Publisher, 11 Beacon Street, Boston, MA 02108 USA) lists a number of international consultants, both in the United States and in Europe.

Books cannot supplant counseling, but in addition to the usual books on parenting that a counselor may recommend to parents, they may wish to refer to Bringing Up Children Overseas by Sidney Werkman, M.D., (Basic Books, Inc., 10 East 53rd Street, New York, NY 10022 USA) which gives very practical and useful advice to parents and professionals who deal with American children while living in foreign countries. The book costs approximately $11.00.

HEALTH CONCERNS

Medical assistance available to students in overseas schools ranges from highly sophisticated to primitive. In schools located in countries where health care is primitive, the school should periodically offer an adult education class in first aid for parents.

Some schools hire a school nurse, or use a volunteer from the community who has training in nursing or another health profession. A few schools even have a school doctor on retainer.

Some books dealing with health which should at least be available in the school library, if not the counselor's office are: American Red Cross, Standard First Aid and Personal Safety (New York: Doubleday, 1973 - $1.95). Werkman, Sidney, M.D., Bringing Up Children Overseas: A Guide for Families (New York: Basic Books, Inc., 10 East 53rd Street, New York, NY 10022 USA, 1977 - $10.00). Carter, James T., and West, Eleanora de Antonia, Keeping Your Family Healthy Overseas (New York: Delacorte Press, 1971 - $6.95). Directory of the International Association of Medical Assistance to Travelers (Tamet, Suite 5620, Empire State Building, New York, NY 10001 USA). Greenberg, Henry F., ed., Child Care Manual (Nutley, NJ: Rocompress, Hoffmann-LaRoche, Inc., 1973 - $5.95). Berkow, Robert, ed., The Merck Manual of Diagnosis and Therapy (Rahway, NJ: Merck, Sharp and Dohme Research Labs, 1977 - $8.00). Spock, Benjamin, Baby and Child Care (New York: Pocketbooks, 1976 - $1.95).

CONSULTING CONCERNS

SOURCES OF INFORMATION ABOUT DRUG ABUSE AND DRUG EDUCATION

The drug situation changes from country to country and from time to time. A thorough grasp of the local situation will enable a counselor to guide and advise students, parents and colleagues in this area. Published information is only of temporary value, since it is so quickly outdated. Keeping up with drug information, student and community attitudes and local laws regarding use and trafficking is an important task for the counselor.

In the United States at the present time, drug education programs are the subject of intense debate and research. Many educators and researchers claim that these programs contribute to the abuse of drugs. Others believe that they inhibit drug abuse, and help students who would abuse drugs anyway to avoid serious mistakes.

Information dealing with drug education is available in the written sources listed below. Literature which contains biased attitudes and incorrect information regarding the effects of drug abuse should be avoided, because out-of-date and erroneous materials designed to frighten or otherwise keep students away from drugs can create counterproductive attitudes in pupils.

A thorough grasp of your local drug situation can be acquired through personal contact with the police, juvenile authorities, local school authorities, and local drug abuse rehabilitation centers. Some cities and governmental units have well organized institutions which are excellent sources of information about local laws, treatment, effects of drugs on sale locally, and availability of illicit drugs. Local medical doctors or hospitals may help provide information and treatment or referral of pupils with drug problems.

Students and parents do need to know the local laws and penalties involved in drug use and trafficking, because they vary tremendously from one country to another. Occasionally a student finds out too late that the consequences for drug use are very serious. In dealing with such a volatile issue inside the American community, one must avoid creating the atmosphere that might precipitate a witch hunt which would be

detrimental to all concerned.

Although American statistics might provide general background information, they may or may not be related to the situation in a specific overseas location. The culture gap is especially apparent when drugs are concerned. Differences exist in the laws, attitudes of people and availability of drugs.

Awareness of the reasons for drug abuse is important, since drug abuse is usually only a symptom of other underlying adolescent problems. Treatment should focus on the problems rather than the symptom. At the same time, the school administrator should be aware of the situation in the school, and take necessary administrative steps to curb drug use in the school.

Some sources of information on drug abuse are:

Addictions Quarterly

Addiction Research Foundation
Education Division
33 Russell Street
Toronto 4, Canada
Tel: 416/595-6000

American School Health Association
107 South Depeyster Street
Kent, OH 44240 USA
Tel: 216/678-1601

Drug Dependence

National Clearing House for MH Information
National Institute of Mental Health
Rockville, MD 20857 USA
Tel: 301/443-4515

Educator's Guide to Filmstrips

Annual Edition
Educator's Progress Service, Inc.
Randolph WI 53936 USA
Tel: 414/326-3126

Grass Roots

National Coordinating Council on Drug
Abuse Education and Information, Inc.
1211 Connecticut Avenue, N.W.
Washington, DC 20036 USA
Tel. 202/332-1512

The Little Red School Book
Simon & Schuster, Inc.
630 Fifth Avenue
New York, NY 10020 USA
Tel: 212/246-2121

Narcotics Education
6830 Laurel Avenue
Washington, DC 20012 USA
Tel: 202/723-4774

National Coordinating Council on Drug Education
1211 Connecticut Avenue Suite 212
Washington, DC 20034 USA
Tel: 202/332-1512

National Directory of Drug Abuse Treatment Programs (1976 - $3.85)

Superintendent of Documents HE 20.8202:T-71
U.S. Government Printing Office
Washington, DC 20402 USA

National Family Council on Drug Addiction
401 West End Avenue
New York, NY 10024 USA
Tel: 212/787-7202

Pharmaceutical Manufacturer's Association
1155 15th Street, N.W.
Washington, DC 20005 USA
Tel: 202/296-2440

Report of the President's Commissions on Marijuana and Drug Abuse

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402 USA

Resource Book for Drug Abuse Education

American Alliance for Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, DC 20036 USA
Tel: 202/833-5541

Synanon Foundation
P. O. Box 786
Marshall, CA 94940 USA
Tel: 415/663-8111

U.S. Journal of Drug and Alcohol Dependence

7541 Biscayne Boulevard
Miami, FL 33138 USA

SOURCES OF INFORMATION ABOUT SEX EDUCATION

In overseas schools the counselor is often expected to be the resident expert on sex education. In any case, counselors should at least be knowledgeable about venereal disease, pregnancy testing, and birth control. Knowledge of the host nationals' attitudes toward sex education, as well as the attitudes of the local American community, are important prerequisites to development of a program. However, in the final analysis, the needs of the students in the area of sex education should be the prime factor in deciding what kind of program should be developed. Appropriate community involvement and good public relations will enhance the program's probability of success. Lester Kirkendall's booklet, Sex Education published by SIECUS (1855 Broadway, New York, NY 10013 USA) discusses the purpose, scope, desirable objectives, and common weaknesses of many programs, and is a helpful guide for establishing a program.

Sex education programs sometimes can make use of local medical and social service agencies. Planned parenthood centers for example, can be a source of written and visual materials. Qualified personnel in the American community such as doctors, medical personnel, social workers, ministers, etc., may also contribute.

Naturally, the success of the program will depend on school and community support. Some of the best programs are those so integrated into the school curriculum that the various aspects of sex education are dealt with as they appear naturally in relevant contexts.

The following is a partial list of sources where information and written material may be obtained:

American Association of Sex Educators and Counselors
5010 Wisconsin Avenue, N.W. Suite 304
Washington, DC 20016 USA
Tel: 202/686-2523

American Medical Association
535 North Dearborn
Chicago, IL 60610 USA
Tel: 312/751-6000

Family Planning and Information Service
300 Park Avenue, South
New York, NY 10010 USA
Tel: 212/777-2002

International Planned Parenthood Federation
111 4th Avenue
New York, NY 10003 USA
Tel: 212/679-2230

National Educational Association
1201 16th Street, N.W.
Washington, DC 20036 USA
Tel: 202/833-4000

New Readers Press
Division of Laubach Literacy International
Box 131
Syracuse, NY 13210 USA
Tel: 315/422-9121

Planned Parenthood
Margaret Sanger Center
Second Avenue
New York, NY 10003 USA
Tel: 212/677-6474

Rocky Mountain Planned Parenthood, Inc.
1852 Vine Street
Denver, CO 80206 USA
Tel: 303/355-7676

Sex Information and Education Council of the
United States (SIECUS)
137-155 North Franklin Street
Hempstead, NY 11550 USA
Tel: 516/483-3033

The Alan Guttmacher Institute
The Research and Development Division of
Planned Parenthood Federation of America
515 Madison Avenue
New York, NY 10022 USA

Gary F. Kelly's booklet, The Guidance Counselor as Sex Educator (Human Sciences Press, 72 Fifth Avenue, New York, NY 10011 USA), may be helpful to counselors who wish to integrate sex education into their individual and/or group counseling.

PROFESSIONAL SOURCES OF SUPPORT

PROFESSIONAL ORGANIZATIONS WHICH OFFER SUPPORT TO COUNSELORS

For a counselor, an overseas assignment can seem like an exciting life in a lonely professional desert. Not only are the usual referral services unavailable, but also there are few, if any colleagues associated with the counseling profession who can offer assistance. Several professional organizations do exist which can be helpful. The American Personnel and Guidance Association (1607 New Hampshire Avenue, N.W., Washington, DC 20009 USA 202/483-4633) is the principal professional organization for counselors in the United States.

The European Branch of the American Personnel and Guidance Association consists primarily of counselors who work in the Department of Defense Dependent Schools and in military educational and rehabilitation programs. Although APGA does not have another geographical division outside of the United States, its other professional subdivisions in the United States can be helpful in many matters, especially in keeping isolated counselors up-to-date. Not only does APGA and its affiliates sponsor annual conventions in the United States, but they provide many publications which lead members to sources of helpful information and in-service training.

Dr. Victor Drapela (University of South Florida, FAO 173, Tampa, FL 33620 USA) is Chairperson of the International Education Committee of American Personnel and Guidance Association (1607 New Hampshire Avenue, N.W., Washington, DC 20009 USA). This committee is dedicated to international understanding between professional counselors of all nations, and regularly produces a free newsletter. Each summer this committee sponsors several study tours in various parts of the world.

The International Round Table for the Advancement of Counseling (Mr. Hans Z. Hoxter, Executive Director, Livingstone House, Livingstone Road, London E25 266, U.K.) is an organization which is primarily British in origin and international in membership. Many delegates to their biannual conventions are representatives from government international organizations (e.g., UNESCO, WHO), and universities. Some bona fide counselors

and counselor educators attend.

The International Association for the Advancement of Counseling (Secretary General, Luxembourg, 86 Avenue du Septembre, Grand Duchy of Luxembourg) has an annual conference and produces a report which is sent to all members. This organization stresses primarily vocational guidance in all countries.

The European Council of International Schools (ECIS), the Near East/South Asia School Association (NESA) and their sister organizations usually have semiannual conferences. The fall conferences are of greater interest to counselors since (1) more counselors attend this conference, (2) some universities send admission representatives, and (3) topics of special interest to counselors are frequently on the agenda. The other regional associations also have annual or more frequent meetings.

The College Entrance Examination Board (888 Seventh Avenue, New York, NY 10019 USA 212/582-6210) can be of great assistance in college entrance, testing, and pointing out American trends in higher education. The National Association of College Admission Counselors (9933 Lawler Avenue, Suite 500, Skokie, IL 60076 USA 312/676-0500) can also be helpful.

The National Education Association (1201 16th Street, N.W., Washington, DC 20056 USA 202/833-4000), the American Association of School Administrators (1801 North Moore Street, Arlington, VA 22209 USA 703/528-0700), and Association for Supervision in Curriculum Development (1701 K Street, N.W., Suite 1100, Washington, DC 20066 USA 202/467-6480) sometimes publish information of interest to counselors.

The Office of Overseas Schools (A/OS) of the U.S. Department of State in Washington, DC, gives information, consultation, financial, and organizational support to American overseas schools. The purpose of this assistance is to ensure that adequate educational opportunities exist for dependents of U.S. government employees abroad, and to encourage and assist schools which demonstrate American educational philosophies abroad.

A/OS, in cooperation with Michigan State University's Institute for International Studies in Education, published The Follow-Up Study by James Costar. This booklet makes a follow-up study of overseas schools' graduates a relatively simple and systematic process. Dr. Costar's book is currently out of print, but can be obtained from ERIC either as microfiche or as hard cover. In 1976, the Office of Overseas Schools commissioned A Survey Report on College Guidance in the American-Sponsored Schools Assisted by the U.S. Department of State which can be obtained from the CEEB Publications Office (Box 2815, Princeton, NJ 08540 USA).

The Institute for International Studies in Education (501 Erickson Hall, Michigan State University, East Lansing, MI 48823 USA 517/355-1855) publishes a continuing series of articles dealing with education in overseas schools. International consultants are available for research and developmental projects.

The Association for the Advancement of International Education (AAIE) is assisted by the Office of Overseas Schools. AAIE holds an annual three-day conference preceding the American Association of School Administrators each year. The conference, usually attended by approximately 200 educators, centers about school-to-school exchanges, curriculum improvement, teacher recruitment, fund raising, benefits for overseas personnel, and many other topics of concern to international school administrators and educators. AAIE also publishes a quarterly newsletter entitled "Inter-ED". Persons interested in AAIE's activities should write to Mr. Floyd Parsons, Executive Secretary, 31 Nob View Circle, Little Rock, AR 72205 USA 501/225-4933.

The Center for International Education (120 World Affairs Building, University of Houston, Houston, TX 77004 USA 713/749-3211) publishes a newsletter available free to international educators, and is in the process of developing a Directory of International Resources.

The International School Psychology Association (Dr. Calvin Catterall, President, 92 South Dawson Avenue, Columbus, OH 43209 USA 614/252-6687) publishes a newsletter entitled World Go Round, a journal, and organizes workshops and study tours. It deals primarily with school psychology in other countries.

The International Association of Pupil Personnel Workers, Inc. (William Myer, President, Box 36, Barnesville, MD 20703 USA) was founded in 1911 to provide leadership and research in the development of pupil personnel services, and stimulate professional growth among its members.

The National Association of College Admissions Counselors (9933 Lawler Drive, Suite 500, Skokie, IL 60076 USA) probably is, next to CEEB, the best professional organization for college counselors. The Association of Collegiate Registrars and Admissions Officers (One Dupont Circle, Washington, DC 20036 USA) is an excellent source of information for the college admissions counselor.

The College Entrance Examination Board's Office of International Education (College Entrance Examination Board, 1717 Massachusetts Avenue, N.W., Washington, DC 20036 USA) works to increase access to higher and postgraduate education in the United States for both American nationals

living abroad and foreign students and to facilitate their transition to a program of study in this country. American colleges and universities are helped in evaluating credentials awarded by educational institutions overseas and in placing students in curriculums and programs most appropriate to their goals, abilities, achievement levels, and resources.

The Office of International Education maintains ongoing relationships with a wide variety of private organizations active in this field as well as appropriate bureaus and agencies of the United States government. As a result, certain projects, compatible with the goals of the College Board, are administered by the Office of International Education on a contract basis, in addition to its own programs. The most important of these activities are:

Test of English as a Foreign Language. The TOEFL enables American institutions to evaluate a foreign student's proficiency in the English language in three areas; listening comprehension, reading comprehension and vocabulary, and English structure and writing ability. The test is administered five times a year in most countries of the world and once a month in the United States at special test centers. Institutional administrations are also available in the United States and overseas. Annual test usage has exceeded 100,000. The TOEFL program, governed jointly by the College Board and the Graduate Record Examination Board, is administered by Educational Testing Service.

National Liaison Committee on Foreign Student Admissions. To extend and broaden its ability to act effectively in the field of foreign student admissions, the College Board helped to establish the National Liaison Committee on Foreign Student Admissions (NLC) in cooperation with the American Association of Collegiate Registrars and Admissions Officers, the Council of Graduate Schools in the United States, the Institute of International Education, and the National Association for Foreign Student Affairs. The program of the NLC is highly flexible so that it may adapt quickly to changing needs, goals, and resources of both students abroad and institutions in the United States. The College Board acts as the secretariat for the NLC and holds contracts for the administration of several NLC projects.

Overseas Workshops and Consultations on Higher Education in the United States are administered by the College Board under a contractual arrangement with the Bureau of Educational and Cultural Affairs of the Department of State. During the past few years workshops were held in all regions of the world and are being repeated in another cycle. Par-

ticipants in these programs are informed about current developments in American higher education and have an opportunity to exchange information among themselves.

As part of the follow-up to the workshop programs, American educational consultants visit participating countries to work with educators and government officials on a more individualized basis. The consultants review American application methods, testing practices, admission requirements, visa regulations, costs, financial aid procedures, advisory services, and many other matters with which students must cope successfully in order to have a productive educational experience in the United States. As a result of the consultations, both foreign officials and American nationals serving overseas are able to provide more effective counseling to their students. The committee also produced the Overseas Counselors Manual which is distributed by the CEEB (P. O. Box 2815, Princeton, NJ 08540 USA) and is an invaluable resource for counselors of non-Americans.

The Advisory and Study Committee on College Admissions. The College Board's Office of International Education established the Advisory and Study Committee on College Admissions to work with the Office of Overseas Schools of the Department of State in providing information and assistance to administrators and counselors overseas who advise American secondary school students who want to attend college in the United States. Committee members and other admission experts conduct workshops overseas for guidance counselors and visit schools to work directly with administrators as well as students and parents. The committee also serves United States admission officers by informing them about American students overseas. Additional projects are developed annually for different regions of the world as needs are perceived by the committee and the Office of Overseas Schools.

AMERICAN UNIVERSITIES WITH GRADUATE PROGRAMS FOR TEACHERS AND COUNSELORS OVERSEAS

Counselors and administrators are frequently asked by staff members about the possibility of education at the advanced undergraduate and graduate levels. There are overseas opportunities both in the summer and at night during the year. Some American universities which offer classes and degrees to overseas teachers are:

Ball State University
Muncie, IN 47306 USA

Boston University
Commonwealth Avenue
Boston, MA 02215 USA

Michigan State University
Office of International Extension
8 Kellogg Center
East Lansing, MI 48824

Middlebury College
Middlebury, VT 05753 USA

National University Extension Association
1 Dupont Circle, N.W.
Washington, DC 20036 USA

Oklahoma State University
Stillwater, OK 74074 USA

George Peabody College
Regional Center in Europe
20 CSG Box 718
APO New York 09194 USA

or

George Peabody College for Teachers
Nashville, TN 37203 USA

Schiller College
Friedrich-Ebert-Anlage 4
6900 Heidelberg
Germany

U.S. International University
10455 Pomerado Road
San Diego, CA 92131 USA

University of Arkansas
Little Rock, AR 72200 USA

University of Maryland
Munich Campus
D-8 Munchen
90 West Germany

or

University of Maryland
College Park, MD 20740 USA

University of Southern California
Los Angeles, CA 90007 USA

Wayne State University
Detroit, MI 48202 USA

A Counselor Education Directory by Hollis and Wantz can be ordered from the Ball State Book Store, (Muncie, Indiana 47306 USA). This directory is updated annually.

Each year the American Personnel and Guidance Association puts out a booklet which describes counseling education programs throughout the United States. This booklet can be ordered from the APGA Publications Office (1607 New Hampshire Avenue, N.W., Washington, DC 20009 USA).

A Rating of Graduate Programs is written by Kenneth Rowe and Charles Andersen and published by the American Council on Education (1 Dupont Circle, Washington, DC 20036 USA).

The National Science Foundation (1800 G Street, N.W., Washington, DC 20550 USA 202/655-4000), and The Division of International Education of the U.S. Office of Education (Department of Health, Education, and Welfare, Washington, DC 20202 USA) are also very helpful in locating and financing programs for teachers abroad. Each year the National Science Foundation publishes a booklet describing overseas programs.

The Institute for International Education (809 United Nations Plaza, New York, NY 10017 USA 212/661-0310) sponsors summer institutes in Europe and publishes a free booklet annually entitled Summer Study Abroad. Many summer institutes held overseas are advertised in professional journals and newsletters. The cultural affairs officer at the nearest U.S. Embassy or Consulate will also have up-to-date information about current American stateside and local educational programs.

Nearly unlimited opportunities to study foreign languages exist overseas. The best place in the United States to inquire about opportunities is at the embassy of a country in which the language is spoken. The French government subsidizes the learning of French through the

Alliance Francais (122 East 60th Street, New York, NY 10022 USA 212/644-1820) and in many countries throughout the world. The Alliance Francais provides attractive scholarships and travel-learning opportunities to teachers of French. Likewise, the German government subsidizes the learning of German at the Goethe Institute with branches in Germany and in most large cities throughout the world. The home office of the Goethe Institute is located in Munich (Zentralverwaltung 8, Munchen 2, Postfach 201009, Germany).

The European University Institute is a new venture of the European Common Market. The university opened in 1976 with 70 graduate students and a dozen professors. It is housed in an old abbey on a hillside overlooking Florence. The university students all hold higher teaching certificates, and concentrate on research. A well qualified American teacher might be admitted to study at this institute.

For those interested in studying in the United States, an Education Directory: Higher Education is published by the U.S. Office of Education each year. It can be obtained by writing to the Superintendent of Documents. Chronicle Guidance Publications (Moravia, NY 13118 USA) each year produces a book entitled Graduate and Professional Majors. This book which is approximately 100 pages long lists all the colleges which have programs in each major field of study.

A Guide to American Graduate Schools is revised annually and published by Viking Press (299 Murry Hill Parkway, East Rutherford, NJ 07073 USA). Empire State College, a non-traditional college of the State University of New York (SUNY, Saratoga Springs, NY 12866 USA) has compiled an Innovative Graduate Program Directory in response to the demand for information about non-traditional and innovative graduate degree programs. The directory lists 140 non-traditional and postgraduate programs offered through 48 United States institutions.

Three publications of the American Council on Education (One Dupont Circle, Washington, DC 20036 USA) may be of interest to international graduate students. The International Handbook of Universities (1974, $32.00) describes institutions of higher learning in over one hundred countries outside of the U.S. and British Commonwealth. The World List (1975, $10.50) covers more than 6,000 institutions of higher learning in 196 countries. The International Directory for Educational Liaison (1973, $5.50) lists hundreds of organizations and focuses on higher education in developing nations.

PROMINENT PUBLISHERS OF GUIDANCE MATERIALS

Those publishers listed below designated with an asterisk are the major suppliers of guidance related materials of interest to international school counselors. It may be wise to write to them and ask to be placed on their mailing list for catalogs and newly published guidance materials. For 25 cents you can obtain an up-to-date Directory of Publishers from the American Educational Publishers Institute (432 Park Avenue South, New York, NY 10018 USA 212/686-0366). The Association of American Publishers (1 Park Avenue, New York, NY 10016 USA 212/689-8920) and the Association of American University Presses, Inc. (1 Park Avenue, New York, NY 10016 USA 212/889-6040) can also provide lists of publishers' addresses.

* American Alliance for Health, Physical Education, and Recreation
Publication Sales Office
1201 16th Street, N.W.
Washington, DC 20036 USA

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209 USA

American Association of Collegiate
Registrars and Admission Officers
One Dupont Circle
Washington, DC 20036 USA

American College Testing Program
P. O. Box 168
Iowa City, IA 52240 USA

* American Guidance Service
Publishers' Building
Circle Pines, MN 55014 USA

* Publications Office
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009 USA

American Vocational Association
1510 H Street, N.W.
Washington, DC 20005 USA

Arco Publishing Company
219 Park Avenue South
New York, NY 10003 USA

* Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797 USA

* B'nai B'rith Career and Counseling Service
1640 Rhode Island Avenue, N.W.
Washington, DC 20036 USA

William C. Brown Company
2460 Kerper Blvd.
Dubuque, IA 52001 USA

Bureau of Apprenticeship and Training
U.S. Department of Labor
Washington, DC 20210 USA

Children's Press
1224 West Van Buren Street
Chicago, IL 60607 USA

* Chronicle Guidance
Moravia, NY 13118 USA

* College Board Publications Orders
College Entrance Examination Board
Box 2815
Princeton, NJ 08540 USA

Council on Inter-Racial Books
CIBC Resource Center
1841 Broadway
New York, NY 10023 USA

Educational Resources, Inc.
47 West 13th Street
New York, NY 10011 USA

Educators Progress Service, Inc.
Randolph, WI 53956 USA

ERIC Counseling and Personnel Services
Information Center/School of Education
2108 School of Education Building
Ann Arbor, MI 48104 USA

Follett Educational Corporation
1010 West Washington Blvd.
Chicago, IL 60607 USA

* Guidance Associates
Pleasantville, NY 10570 USA

Guidance Center
College of Education
University of Toronto
1000 Young Street
Toronto, Ontario, Canada

* Harcourt Brace Jovanovich
757 Third Avenue
New York, NY 10017 USA

* Houghton Mifflin
110 Tremont Street
Boston, MA 02108 USA

J. P. Lippincott and Company
East Washington Square
Philadelphia, PA 19105 USA

* McGraw-Hill Book Company
Princeton Road
Highstown, NJ 08520 USA

Julian Messner, Inc.
1 West 39th Street
New York, NY 10018 USA

The Mutual Health Materials Center
419 Park Avenue South
New York, NY 10016 USA

National Association of
College Admissions Counselors
9933 Lawler Avenue
Suite 500
Skokie, IL 60076 USA

* Porter Sargent Publisher
11 Beacon Street
Boston, MA 02108 USA

The Psychological Corporation
304 East 45th Street
New York, NY 10017 USA

Quadrangle Books
10 East 53rd Street
New York, NY 10022 USA

Racism and Sexism Resource Center for Educators
Council for Inter-Racial Books
Room 300
1841 Broadway
New York, NY 10023 USA

* Science Research Associates
259 East Erie Street
Chicago, IL 60611 USA

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025 USA

Simon and Schuster, Inc.
1 West 39th Street
New York, NY 10018 USA

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402 USA

Charles C. Thomas, Publisher
301-327 East St. Lawrence Avenue
Springfield, IL 62717 USA

Vocational Biographies
Sauk Centre, MN 56378 USA

Vocational Guidance Manuals
235 East 45th Street
New York, NY 10017 USA

Books can also be obtained from one of many book distributors at the prices listed by the publishers. The distributors are especially helpful if you know the name of the publisher and publication, but lack the publisher's address or other information. One of the largest book distributors is the Baker & Taylor Company, International Sales, 50 Kirby Avenue, Somerville, NJ 08876 USA.

RESOURCES FOR KEEPING UP-TO-DATE

The following publications contain summaries of articles and professional journals, reports on court decisions, new legislation, descriptions of recent research and innovative programs, explanations of national trends, and other items of interest for professional educators. They are arranged from the most practical to the most theoretical. Most publications will send professionals a free sample of the publication along with a subscription blank and information about the publication, if asked to do so. Many publications are designed to help keep educators up-to-date. A few of them are:

Successful School Administration (semi-monthly - $24.00)

School Management Institute, Inc.
750 Brooksedge Blvd.
Westerville, OH 43081 USA

School Product News (monthly - free)
P. O. Box 5746-U
Cleveland, OH 44101 USA

Catalyst for Change (Fall, Winter, Spring - $5.00)

Journal of the National School Development Council
East Texas State University
Commerce, TX 75428 USA

Education Daily (daily - $215.00 per year)

Capital Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, DC 20037 USA

Education Recaps (10 issues per year - $7.50 overseas)

Educational Testing Service
Princeton, NJ 08540 USA

College Board News (monthly - free)

College Entrance Examination Board
888 Seventh Avenue
New York, NY 10019 USA

Education Digest (monthly - $8.00)

Prakken Publications, Inc.
P. O. Box 623
416 Longshore Drive
Ann Arbor, MI 48107 USA

Counselor's Information Service (quarterly - $11.00)

B'nai B'rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, DC 20036 USA

Education Summary (bi-weekly - $18.00)

Croft NEI Publications
24 Rope Ferry Road
Waterford, CN 06386 USA

Education U.S.A. (weekly - $40.00)

National School Public Relations Association
1801 North Moore Street
Arlington, VA 22209 USA

Inform (monthly - $25.00 for non-members)

American Personnel and Guidance Association and
National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, DC 20009 USA

Guidepost (18 issues per year - $10.00)

American Personnel and Guidance Association
Subscription Department
1607 New Hampshire Avenue, N.W.
Washington, DC 20009 USA

ETS Developments (quarterly - free)

Educational Testing Service
Princeton, NJ 08540 USA

Report on Education Research (bi-monthly - $40.00)

Capital Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, DC 20037 USA

Review of Educational Research (quarterly - $12.00 per individuals)

American Educational Research Association
1126 16th Street, N.W.
Washington, DC 20036 USA

Standard Educational Almanac (annual - $29.50)

Marquis Academic Media
200 East Ohio Street
Department 5600
Chicago, IL 60611 USA

CAPS Capsul (monthly - free)

Counseling and Personnel Services Information Center
School of Education Building Suite 2108
University of Michigan
Ann Arbor, MI 48109 USA

The Washington Counseletter (monthly - $11.00)

Chronicle Guidance
Moravia, NY 13118 USA

ERIC, The Educational Resources Information Center, is a nationwide informational system financed by the National Institute of Education. Its computerized data base lists primarily unpublished, uncopyrighted materials such as government reports, convention presentations, teacher-made materials, etc. For a few dollars, depending on the computer use needed and the amount of data generated, ERIC will do a search of the literature on a given topic, and send a bibliography and short abstract of each listing to you. ERIC can also provide copies of the original document in microfiche or in hard copy for an additional fee. If you want a computer search of the literature on a specific topic, write to one of the following:

ERIC Clearing House on Career Education
Center for Education
Ohio State University
1920 Kenny Road
Columbus, OH 43210 USA

ERIC Clearing House on Counseling and Personnel Services
University of Michigan
2108 School of Education Building
Ann Arbor, MI 48104 USA

ERIC Clearing House on Tests, Measurements, Evaluation
Educational Testing Service
Princeton, NJ 08540 USA

PROFESSIONAL ORGANIZATIONS AND EDUCATION ASSOCIATIONS

Sometimes, to solve a particular problem, one needs to write to a particular organization. The following list of addresses is provided for counselors and administrators who otherwise would have a difficult time locating the correct address. The Department of Health, Education, and Welfare publishes an Education Directory which is updated eac year. One can order the Education Directory by writing to the Superintendent of Documents and requesting HEW Publication N mber OE76-01040.

Some national organizations are:

The Adult Education Association of the USA
810 18th Street, N.W.
Washington, DC 20006 USA

The African-American Institute
833 United Nations Plaza
New York, NY 10017 USA

Alliance for Environmental Education
1785 Massachusetts Avenue, N.W. Suite 113
Washington, DC 20036 USA

American Association for Gifted Children
15 Gramercy Park South
New York, NY 10003 USA

American Association of Collegiate Registrars and
Admission Officers
One Dupont Circle
Washington, DC 20036 USA

American Association of Marriage and Family Counselors
6211 West Northwest Highway Suite 2900
Dallas, TX 75225 USA

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209 USA

American College Testing Program
P. O. Box 168
Iowa City, IA 52240 USA

American Council on Education
One Dupont Circle Suite 800
Washington, DC 20036 USA

American Federation of Teachers
11 Dupont Circle N.W.
Washington, DC 20036 USA

American Friends of the Middle East
1717 Massachusetts Avenue N.W.
Washington, DC 20036 USA

American Institute for Foreign Study
102 Greenwich Avenue
Greenwich, CT 06830 USA

American Montessori Society
175 Fifth Avenue
New York, NY 10010 USA

American Personnel and Guidance Association:
International Education Committee
American College Personnel Association
Association for Counselor Education and Supervision
National Vocational Guidance Association
Association for Humanistic Education and Development
American School Counselor Association
American Rehabilitation Counseling Association
Association for Measurement and Evaluation in Guidance
National Employment Counselors Association
Association for Non-White Concerns in Personnel and Guidance
National Catholic Guidance Conference
Association for Specialists in Group Work
Public Offender Counselor Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009 USA

American Psychiatric Association
1700 18th Street, N.W.
Washington, DC 20009 USA

American Psychological Association, Inc.
1200 17th Street, N.W.
Washington, DC 20036 USA

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, DC 20014 USA

Association for Academic Travel Abroad, Inc.
1346 Connecticut Avenue, N.W.
Washington, DC 20036 USA

Association for School College and University Staffing
Box 2151
Madison, WI 53701 USA

Association for Supervision in Curriculum Development
1701 K Street, N.W. Suite 1100
Washington, DC 20006 USA

Association for the Advancement of International Education
31 Nob View Circle
Little Rock, AR 72205 USA

Association of Independent Colleges and Schools
1730 M Street, N.W. Suite 405
Washington, DC 20036 USA

Association of Overseas Educators, Inc.
103 Rowe Hall
Central Michigan University
Mt. Pleasant, MI 48859 USA

Center for International Education
120 World Affairs Building
University of Houston
Houston, TX 77004 USA

College Entrance Examination Board
888 7th Avenue
New York, NY 10019 USA

Comparative International Education Society
Graduate School of Education
University of California
405 Hilgard Avenue
Los Angeles, CA 90024 USA

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091 USA

Council of Administrators of Special Education
1920 Association Drive
Reston, VA 22091 USA

Council of Graduate Schools
One Dupont Circle
Washington, DC 20036 USA

Council on International Educational Exchange
777 United Nations Plaza
New York, NY 10017 USA

Education Products Information Exchange Institute
463 West Street
New York, NY 10014 USA

Education Records Bureau
100 Worcester Street
Wellesley Hills, MA 02181 USA

Educational Testing Service
Rosedale Road
Princeton, NJ 08540 USA

Epilepsy Foundation of America
1828 L Street, N.W.
Washington, DC 20036 USA

European Council of International Schools
19 Claremont Road
Surbiton Surrey KT6 4QR
England, U.K.

Experiment in International Living
10 Kipling Road
Brattleboro, VT 05301 USA

Headmasters Association
7 Sunset Road
Madison, CT 06443 USA

Immigration and Naturalization Service
1025 Vermont Avenue, N.W.
Washington, DC 20538 USA

Institute of International Education
809 United Nations Plaza
New York, NY 10017 USA

Institute for International Studies in Education
513 Erickson Hall
Michigan State University
East Lansing, MI 48824 USA

International Association of Pupil Personnel Workers, Inc.
850 Hungerford Drive
Rockville, MD 20850 USA

International Reading Association
800 Barksdale Road
Newark, DE 19711 USA

International Schools Association
Palais Wilson 20
1211 Geneve 14
Switzerland

International School Psychology Committee
92 South Dawson Avenue
Columbus, OH 43209 USA

International Schools Services
P. O. Box 5910
126 Alexander Street
Princeton, NJ 08540 USA

International Student Service
291 Broadway
New York, NY 10007 USA

Middle States Association Commission on Secondary Schools
Wilford Building Room 625
101 North 33rd Street
Philadelphia, PA 19104 USA

Middle States Association of Colleges and Secondary Schools
Gateway 1
Newark, NJ 07102 USA

National Alliance Concerned with School-Age Parents
7315 Wisconsin Avenue 211-W
Washington, DC 20014 USA

National Association for Gifted Children
217 Gregory Drive
Hot Springs, AR 71901 USA

National Association for Public Continuing and Adult Education
1201 16th Street, N.W.
Washington, DC 20036 USA

National Association for Retarded Citizens
2709 Avenue E, East
P. O. Box 6109
Arlington, TX 76011 USA

National Association of College Admissions Counselors
9933 Lawler Avenue Suite 500
Skokie, IL 60076 USA

National Association of Elementary School Principals
1801 North Moore Street
Arlington, VA 22209 USA

National Association of Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009 USA

National Association of Private Schools for Exceptional Children
P. O. Box 928
Lake Wales, FL 33853 USA

National Association of School Counselors
1201 16th Street, N.W. Suite 402
Washington, DC 20036 USA

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091 USA

National Association of Social Workers
2 Park Avenue
New York, NY 10016 USA

National Education Association
1201 16th Street, N.W.
Washington, DC 20036 USA

National Homestudy Council
1601 18th Street, N.W.
Washington, DC 20009 USA

National Liaison Committee on Foreign Student Admissions
College Entrance Examination Board
1717 Massachusetts Avenue, N.W.
Washington, DC 20036 USA

National Merit Scholarship Corporation
One American Plaza
Evanston, IL 60201 USA

National Psychological Association
29 East 10th Street
New York, NY 10003 USA

National Retired Teachers Association
1901 K Street, N.W.
Washington, DC 20049 USA

National School Boards Association
1055 Jefferson Street, N.W.
Washington, DC 20007 USA

Near East and South Asia
Council of International Schools
American Community School of Athens
APO New York 09253

North Central Association of Schools and Colleges
1221 University Avenue
Boulder, CO 80302 USA

Northwest Association of Schools and Colleges
3700-B University Way, N.E.
Seattle, WA 98105 USA

Office of Overseas Schools
Department of State
Room 234, SA-6
Washington, DC 20520 USA

Secondary School Admission Test Board, Inc.
Box 2610
Princeton, NJ 08540 USA

Social Security Administration
1325 K Street, N.W.
Washington, DC 20203 USA

Society for Intercultural Education Training and Research
University of Pittsburgh
107 MIP
Pittsburgh, PA 15260 USA

Southern Association of Schools and Colleges, Inc.
795 Peachtree Street, N.E.
Atlanta, GA 30308 USA

Teacher Dropout Center
Box 657
Ithaca, NY 14850 USA

Teachers Insurance and Annuity Association of America
730 Third Avenue
New York, NY 10017 USA

Teachers of English to Speakers of Other Languages
455 Nevils Building
Georgetown University
Washington, DC 20057 USA

United States National Student Association
2115 S Street, N.W.
Washington, DC 20008 USA

United States Travel Service
U.S. Department of Commerce
Washington, DC 20230 USA

Western Association of Schools and Colleges
1499 Bayshore Highway 244
Burlingame, CA 95010 USA

Western Association of Student Financial Aid Administrators
Box 1447
Juneau, AK 99802 USA

Youth for Understanding
2015 Washtenaw
Ann Arbor, MI 48104 USA

IF YOUR SCHOOL DOES NOT HAVE A COUNSELOR

Some international schools cannot afford a professional counselor. In such cases the director or principal must do the best he or she can under the circumstances. The work normally done by the counselor can be divided and shared by several staff members. This division can take place in many different ways, but the principals should make the division according to who best could handle each task.

One method is to divide the guidance counselor's role into three roles: Personal-social counselor/class advisor; vocational guidance and information coordinator; and college placement coordinator/academic advisor.

Personal-Social Counselor/Class Advisor

Personal-social counseling requires the services of a professional. Since teachers can take over most of the other functions of a counselor, schools can survive without a trained professional. However, some students and parents have severe difficulties because the stresses of overseas life disrupt the child's social development, and sometimes bring about an acute need for counseling. In these circumstances a book or correspondence will not do.

The class advisor should be familiar with all community referral agencies and professionals and refer children to them. The untrained advisor should not deal in areas in which he/she has little expertise. In dealing with potential suicide, severe emotional crises, or severe family problems the professional educators who have no counselor training usually attempt to help the individuals in some way if no trained professionals are available. They must however, be careful to avoid giving the impression that they are professionally trained or equipped to deal with such problems. All such problems should be referred to a professional if at all possible. If no professionals are available locally, there are some sources listed in the section of this book entitled Counseling Concerns which may be of some help.

Copies of Bringing Up Children Overseas by Sidney Werkman (Basic Books, Inc., 10 East 53rd Street, New York, NY 10022 USA) should be distributed to all individuals involved with personal-social counseling in

overseas schools. Likewise a copy of Guidance Resources should be provided for all individuals functioning in a guidance or counseling capacity. Ideally, when recruiting teachers, the director should attempt to hire at least one teacher with a background in guidance and counseling, even if the school cannot afford to have this individual work as a counselor.

Class advisors should write to the publishers listed in this book and request information about audio-visual and instructional material dealing with whatever topics they deem appropriate for their school and population. Unless the person has substantial training, personal-social concerns should be handled in an administrative context rather than in a counseling context.

Vocational Information Coordinator

The vocational information coordinator can coordinate career education activities in the school, organize a career day, and generally make information available to students. The librarian is often able to function very well in this capacity. A "career corner" in the library stocked with appropriate audio-visual and printed material is especially important in a school with no guidance office. The coordinator should purchase recent copies of the Occupational Outlook Handbook (approximately $6.00) and Dictionary of Occupational Titles (under $50.00) from the Superintendent of Documents in Washington, DC. In addition, the Occupational Viewdeck from Chronicle Guidance (Moravia, NY 13118 USA - $90.00) enables a student to do self-evaluative exercises and choose from among more than 600 occupations. Students seem to like audio-visual vocational development materials from Science Research Associates and Harcourt Brace Javanovich. Many of these materials are designed for use by students, and do not require close supervision.

In assisting students in selecting a career one should not provide large amounts of information about careers until the students first assess their own interests, abilities, and liabilities. Students must first know themselves before knowledge of the labor market is truly helpful.

College Placement Coordinator/Academic Advisor

The college placement coordinator should subscribe to the College 3-in-1 Service of Chronicle Guidance (Moravia, NY 13118 USA). This service costs approximately $55.00 and is very worthwhile. The coordinator

should purchase at least one copy of the College Handbook from the College Entrance Examination Board Publications Office (Box 2815, Princeton, NJ 08540 USA - $6.95) and all volumes of the College Blue Book (Harper and Row, 49 E. 33rd Street, New York, NY 10016 - $85.00). A microfiche reader should be purchased and college catalogs should be ordered in microfiche form from the National Microfilm Library (8090 Engineer Road, La Jolla, CA 92037 USA - $400 for undergraduate and graduate catalogs). Ideally, the college information center should be located in or near the library in coordination with the vocational information center. Multiple copies of Getting Into College in the United States: A Guide for Americans Overseas, published by the College Entrance Examination Board, should be purchased (75¢ per copy). Likewise, the college coordinator should write to the American College Testing Program and the College Entrance Examination Board (Box 2815, Princeton, NJ 08540 USA) requesting booklets and application forms for the ACT and SAT. These application forms are free. The academic advisor should also order a large number of free application forms from the American College Admissions Center (2401 Pennsylvania Avenue, Suite 845, Philadelphia, PA 19130 USA 215/232-5225). The coordinator might also request brochures from the School and College Advisory Service (400 Madison Avenue, New York, NY 10017 USA 212/826-7130) and the College Acceptance and Admissions Service (516 5th Avenue, New York, NY 10036 USA 212/661-1600).

Other items that should be purchased are: Educators Guide to Free Guidance Materials (Educators Progress Service, Inc., Station 73, Randolf, WI 53956 USA - $8.75, Order No. 0-87708-037-2). The College Viewdeck (Chronicle Guidance, Moravia, NY 13118 USA) costs approximately $189.00. It is revised biennially and it allows students to explore post-secondary educational opportunities independently. Students like to use the Viewdeck, and it is inexpensive, efficient, and up-to-date.

The college placement coordinator may wish to purchase some of the books listed in the chapter on Financial Aids. However, the teacher responsible for college placement is likely to be too busy to be concerned about financial aid.

Two other books which should be available are The Handbook of Private Schools ($21.00) and Schools Abroad of Interest to Americans ($10.00). Both are published by Porter Sargent (11 Beacon Street, Boston, MA 02108 USA).

Finally, to assist foreign students, a copy of The Overseas Counselors' Manual should be purchased (College Entrance Examination Board, Box 2815, Princeton, NJ 08540 USA). This book was published in 1976 by the National Liaison Committee on Foreign Student Admissions and costs approximately $8.00. Like the CEEB's booklets Entering Higher Education in the U.S.: A Guide for Students from other Countries and Financial Planning for Study in the United States, this book contains a wealth of information regarding admission of foreign students to American colleges.

APPENDICES

COLLEGE APPLICATION CHECKLIST

Supplied by Mario Shortino of Patchogue High School, New York

SUGGESTIONS FOR INITIAL CONTACT WITH A COLLEGE FOR INFORMATION

Supplied by John Bradley of the International School of Manila

SAMPLE SCHOOL PROFILE

Supplied by Daryle Russell of the International School of Manila

"THIRD-CULTURE KIDS"

By Ruth Hill Useem and Richard D. Downie

From Today's Education, Sept.-Oct. 1976

"OVER HERE AND BACK THERE: AMERICAN ADOLESCENTS OVERSEAS"

By Sidney L. Werkman

From the Foreign Service Journal, March 1975

"SCHOOL PSYCHOLOGY IN AMERICAN DEPENDENT SCHOOLS OVERSEAS"

By Michael C. Berthold

From Psychology in the Schools in International Perspective, Vol.I, 1976

"SURVEY REPORT ON COLLEGE GUIDANCE IN AMERICAN-SPONSORED SCHOOLS ASSISTED BY U.S. DEPARTMENT OF STATE"

By Leo J. Sweeney

From the NESA Connection, Spring 1977

RECOMMENDED READINGS

A. General Background

B. Overseas Guidance and Counseling

C. Comparative and International Guidance

COLLEGE APPLICATION CHECKLIST

		Check as Completed
1.	Select the schools to which you wish to apply.	_____
2.	Be sure you meet their requirements. Check the college catalogue or a college guide for this information. The catalogue is the MOST RELIABLE source.	_____
3.	Send for applications immediately. Be sure to clearly identify yourself as a citizen or foreign student. Request applications for financial aid if you need it.	_____
4.	Check the college entrance examinations required by your schools, then note the dates they are being given on the I.S.B. campus.	_____
5.	Pick up an application(s) for the test(s) of your choice, fill it out, and mail it now. Be sure to enclose a dollar check for the correct amount. A late charge of $4.00 is required for late applications for the S.A.T. and Achievement Tests.	_____
6.	Fill out the Activity Questionnaire and return it to me, Mr. Shortino. Make an appointment of at least ½ hour during September or early October and return it at that time. I will discuss it with you and clarify any questions I might have. Your recommendation will be written largely on the basis of this information.	_____
7.	When you meet with me I will give you a Parents Confidential Statement or a Family Financial Statement. Ask your parents to complete this statement and mail it to the appropriate address. You will not receive consideration for financial aid from your chosen college unless these forms are completed and filed.	_____
8.	Complete your applications as you receive them. Give me the section to be completed by the school.	_____
9.	Don't forget your test date!	_____
10.	Please inform me of your acceptances and rejections as you receive them.	_____
11.	Please inform me of financial aid offered to you.	_____
12.	Please be sure to inform me of the college you decide to attend.	_____
13.	Be sure to notify those colleges which accept you of your intentions not to attend.	_____

Mario Shortino
Counseling Center
Patchogue High School
Patchogue, New York 11772 USA

Supplied by Mario Shortino of Patchoque High School, New York.

SUGGESTIONS FOR INITIAL CONTACT WITH A COLLEGE FOR INFORMATION

The initial letter which you write to a college will probably be seen only by a secretary or a clerk rather than an admissions officer. Therefore, it is imperative that certain information be included in the letter. Your citizenship should be stated as well as the fact that the International School has a curriculum based on American high school standards. You should state in your letter what you are requesting (examples: catalog, financial aid information, housing information, etc.). Since surface mail would take approximately two months, you should request that materials be sent to you by air mail and that you will reimburse the college if necessary.

Sample Letter

Your mailing address
Month, Day, Year

Director of Admissions
Name of College or University
Address of College or University

Dear Sir:

I am a(n)_____citizen attending the_____ _____in_____which has a four-year American high school curriculum, and am interested in applying for admission to_____college as a freshman entering in September 197___.

Would you please forward at your earliest convenience an application for the fall of 197___, a current catalog, housing information, financial aid information, and any other pertinent materials which you think might be helpful.

Because of the great distance involved, may I ask you to send all correspondence by air mail. I would be most happy to reimburse you for the additional expense.

Sincerely,

_____

Supplied by John Bradley of the International School of Manila.

PROFILE OF INTERNATIONAL SCHOOL

MANILA

BEL AIR
MAKATI, METRO MANILA
PHILIPPINES

MAILING ADDRESS:
P. O. BOX 323
MAKATI, METRO MANILA
PHILIPPINES 3117

SUPERINTENDENT : DR. RICHARD WEATHERMON
HIGH SCHOOL PRINCIPAL : DR. DARYLE RUSSELL

October 1977

International School is a private independent school for pupils in kindergarten through Grade 12, incorporated under the laws of the Republic of the Philippines as a non-profit, non-stock organization, and was founded in 1920 as the American School. The name was changed in 1970 to better reflect its diverse population of students representing 48 nationalities from the international business, professional, and diplomatic community. Total enrollment as of September 23, 1977 is 2259, approximately 44% of the students are American citizens, 17% are Philippine citizens, and the remaining 39% are from 46 other countries.

ACCREDITATION: U.S. Western Association of Schools and Colleges; member of the National Association of Independent Schools, Boston, Massachusetts; approved by the Bureau of Private School of the Republic of the Philippines.

HIGH SCHOOL

STUDENT BODY: Enrollment as of September 23, 1977 — 689. Seniors — 153; Juniors — 185; Sophomores — 164; Freshmen — 187.

COLLEGE ATTENDANCE: 95 — 100%.

AVERAGE CLASS SIZE: 15 — 20.

LENGTH OF SCHOOL YEAR: 40 weeks. Length of each class period: 40 minutes.

GRADING SYSTEM:

4 — A (Superior)	2 — C (Average)
3 — B (Above Average)	1 — D (Below Average)
	0 — F (Failing)

CLASS RANK: Based on cumulative grade point average and computed at the end of the 6th, 7th and 8th semesters. Only academic subjects are considered in computing rank.

CURRRICULUM: Graduation requirements: 20 credits. English — 4; Math — 2; Science — 2; Social Studies — 2; Foreign Language — 2; P.E. — 2; Electives — 6.

ENGLISH: REQUIREMENTS: 1/2 credit each of Basic Composition and Introduction to Literature. Tenth graders must complete 1/2 credit each of Advanced Composition and either Narrative, Poetry or Drama. Eleventh graders must complete 1/2 credit each of Research and either American Literature or British Literature. Twelfth graders must complete 1/2 credit each of Advanced Exposition and an English elective. IB English may be substituted for eleventh and/or twelfth grade English requirements.

MATHEMATICS: REQUIREMENTS: 1 credit of Algebra and 1 credit of Geometry. If a student has successfully completed these courses prior to entering Grade 9, he will be able to select additional Math courses in order to complete the 2 credit requirement.

SCIENCE: REQUIREMENTS: 1 credit of Natural Science and 1 credit of Physical Science. There are 2 types of lab science courses: for the science-oriented student and for the non-science oriented student.

FOREIGN LANGUAGE: REQUIREMENTS: 2 years of the same language at the high school level. Chinese, Pilipino and Conversational Tagalog are offered in addition to Spanish, French, and German.

SOCIAL STUDIES: REQUIREMENTS: 1 credit of Physical & Human Geography; 1 credit of either Asian History, European History, United States History, or Philippine History & Government.

ELECTIVES: There are numerous electives available in each of the above areas, plus art, music, typing, shorthand, and student teaching.

COOPERATIVE SCHOOLS PROGRAM: Opportunity for students to attend one of the many excellent special school programs in the general Manila area on a part-time basis.

INDEPENDENT STUDY: 1/2 credit per semester for specific study projects not already included in the school's academic curriculum.

INTERNATIONAL BACCALAUREATE PROGRAM (IB): The full diploma will be possible for the first time at I.S. at the end of the 1978-79 school year. The following courses are now offered:

English — Language A: a two-year course at the higher level, a one-year course at the subsidiary level.

Math — a two-year course of Advanced Math at the higher level, including calculus; a one-year course at subsidiary level A; a one-year course at subsidiary level B.

Biology — a one-year course at the subsidiary level.

Chemistry — a one-year course at the subsidiary level; a two-year course at the higher level.

Contemporary World History — a one-year course at the subsidiary level.

Psychology — a one-year course at the subsidiary level.

Theory of Knowledge — a one-year course.

French — Language B: a one-year course at the subsidiary level.

Spanish — Language B: a one-year course at the subsidiary level.

Supplied by Daryle Russell of the International School of Manila.

COLLEGE BOARD RESULTS

Class of 1977 Statistics — PSAT

	Year Administered	No. of Students	Mean Score
PSAT-VERBAL	1975	77	42.77
PSAT-MATH	1975	77	51.21

National Merit Scholarship Qualifying Test — PSAT/NMSQT, 1975

6 students received Letters of Commendation.
1 student had a score qualifying him for commended status but was not given a Letter because he is not a U.S. citizen.

Class of 1978 Statistics — PSAT

	Year Administered	No. of Students	Mean Score
PSAT-VERBAL	1976	87	44.11
PSAT-MATH	1976	87	52.22

National Merit Scholarship Qualifying Test — PSAT/NMSQT, 1976

1 semi-finalist
7 students received Letters of Commendation.
1 student had a qualifying score, but was not named a semi-finalist because he is not a U.S. citizen.
1 student had a score qualifying him for commended status but was not given a Letter because he is not a U.S. citizen.

Class of 1976 Statistics — SAT

	Year Administered	No. of Students	Mean Score
SAT-VERBAL	1975	69	486.4
SAT-MATH	1975	69	543.6

Class of 1977 Statistics — SAT

	Year Administered	No. of Students	Mean Score
SAT-VERBAL	1976	82	492.2
SAT-MATH	1976	82	550.9

Classes of 1976 and 1977 — ACHIEVEMENT TESTS

Subject	Class of 1976 Mean Score	Class of 1976 No. of Students	Class of 1977 Mean Score	Class of 1977 No. of Students
English	566.67	36	555.88	34
Math Level I	559.62	26	576.67	27
Math Level II	788.89	9	731.11	9
Biology	566.	5	572.5	8
Chemistry	600.71	14	634.	5
Physics	640.	1	490	1
Spanish	636.15	13	642.86	7
French	524.	5	628.	5
American History	535.	2	453.64	11
Literature	490.	8	645.	8
European History	410.	1	580.	1
German	480.	1	690.	1

COLLEGE ATTENDANCE OF MEMBERS OF THE CLASS OF 1977

U. S. COLLEGES

EAST — Dartmouth, Cornell (2), Haverford, Vassar, Smith, Tufts, Georgetown, Syracuse, Skidmore, Worcester Polytech, Endicott.

SOUTH — University of Virginia, V.P.I., Mary Washington, University of Fairmont, University of Kentucky, William Woods, St. Edwards, Baptist Bible College, Southern Seminary.

WEST — Purdue, Notre Dame, Utah State, Colorado College, St. Olaf, Gustavus Adolphus, University of Denver, University of New Mexico, University of Wisconsin, Iowa State, Michigan State, College of Wooster, Ohio Wesleyan.

WEST COAST — Stanford (4), Claremont Men's, Lewis & Clark (6), Oregon State, Washington State, University of Washington, Pacific Lutheran, University of California @Davis, University of Santa Clara, San Francisco State, University of Southern California, University of Hawaii, Menlo, St. Mary's, Diablo Valley.

Students in the Class of 1977 are also attending colleges in the following countries: Philippines, India, Japan, England, France, Netherlands, and Canada.

The first day, the teacher stood me up in front of the class and said I was from Singapore. The kids at that school were tough. They started calling me Chinaman and harassing me. I didn't like being called that. I thought it was something bad to be. I did well in school, though. The teachers liked me, and the school was easy. The schools I went to overseas were tougher."

"When I was 16, I came from Japan to a small town in Indiana. I remember the first time I was out on a date--all we did was drive around to McDonald's and different places. The whole night! I never really got involved much in the school life. A lot of the kids were not planning on going to college, and so we didn't have much in common to talk about. I think I was pretty strange for them, too."

"I think part of the problem when I came to the States was I looked American but I did things that were not quite American. I had fun trying to be an American. It was an act in a way."

No, these are not the observations of new immigrants or foreign visitors. These are the reactions of American third-culture kids (TCK's) who have come "home" after living abroad as dependents of parents who are employed overseas. Although they have grown up in foreign countries, they are not integral parts of those countries. When they come to their country of citizenship (some for the first time), they do not feel at home because they do not know the lingo or expectations of others--especially those of their own age.

Where they feel most like themselves is in that interstitial culture, the third culture, which is created, shared, and carried by persons who are relating societies, or sections thereof, to each other.

Although some Americans were living outside the United States before World War II, the great burgeoning in numbers of Americans moving overseas began after the War. Now, there are approximately 300,000 school-age American children overseas. Their fathers are missionaries; visiting professors and teachers; representatives of the U. S. Government (e.g., employees of the Department of Defense, the Department of State, etc.); employees of international and multinational corporations and financial institutions (e.g., Exxon, First National City Bank, Bell Helicopter); and American employees of international organizations such as the World Health Organization and UNICEF. These fathers are usually

---

By Ruth Hill Useem and Richard D. Downie. Reprinted with permission from Today's Education, Sept.-Oct. 1976.

highly educated or highly skilled people who are forging the networks that intertwine and interrelate the peoples of the world. (The mothers may be employed overseas, but in most cases, the families have moved because of the fathers' employment.)

To be sure, Americans are not the only ones involved in third cultures. For example, Japanese businessmen work and live in the United States and in Southeast Asia, and diplomats from all countries represent their governments in posts all over the world. Their dependent children can be found in university communities, in the United Nations International School in New York, in the capitals and large cities of the world, and in some of the same overseas schools as American children. In this article, we shall limit our discussion to American TCK's.

The parents' sponsor in the overseas area is crucial in determining the specific part of the third culture in which the TCK's live, the kind of school they attend, the host nationals and third country nationals they will know, and the languages they will learn. These children even have labels that reflect their parents' sponsors--"Army brats," "MK's" (missionary kids), "biz kids," and most recently "oil kids."

Overseas, one of the first questions a TCK asks a new arrival is "What does your father do?" or "Who is your father with?" The answer helps to place young people socially. If, after returning stateside, a TCK asks such a question of a young person who has been reared here, the latter's reaction may be one of puzzlement or resentment. Unlike that of TCK's, the social life of young people reared here is not directly influenced by the father's employer.

TCK's are attached to the third culture through their parents' employers, who hold parents responsible for the behavior of their offspring. (If a dependent grossly misbehaves, he or she may be sent home, and the employer may reassign the father or terminate his employment.) Therefore, fathers take an active role in their children's lives and in making family decisions.

In one study of third-culture families, only 6 of 150 TCK's reported that their mothers always or usually made final decisions about family matters. (It should be remembered that almost all overseas American families have both parents present.) Fifty-three percent of Department of Defense dependents claimed that only their fathers made final decisions; 41 percent of children of missionaries said their fathers had the final say in family decisions; and the others involved in the study, including 75 percent of children of those representing the federal govern-

ment, reported that both parents, and occasionally the children themselves, were involved in decision making.

Most children and youth overseas do not resent strict parental controls, because all of them attached to the same sponsor come under similar rules and, hence, there is community reinforcement. Besides, the overwhelming majority of TCK's (close to 90 percent) like, respect, and feel emotionally attached to their parents.

There are many reasons for this. The high mobility of third-culture families, who usually move every one, two, or four years, seems to have the effect of bringing individual family members closer together. They share the common experience of moving into unfamiliar territory and offer each other mutual support in the face of change and strangeness. Parents are often the only people with whom TCK's have a continuing relationship as they move from one location to another.

American families overseas spend more time together (unless the children are in boarding school) than do their stateside counterparts--and the time together is often not taken up with mundane aspects of living. Mothers are home managers rather than housewives, because they usually have servants to clean up the spilled milk, make the beds, cook the meals, and chauffeur the children. As one overseas mother said, "It's amazing how pleasant conversations with children can be when you are not frantically trying to get the supper on, answer the telephone, and nag the children to pick up their clothes."

The family provides one form of continuity for TCK's. The schools offer another.

There is a remarkable similarity among the approximately 600 schools attended by American children overseas. There are also great differences.

These include variations in the size of the student body (from 10 or 12 up to 6,000 or so); differences in sponsorship (e.g., Department of Defense schools, schools assisted by the Department of State, private and entrepreneurial schools, those sponsored by corporations, and those run by Catholic orders and Protestant churches); and widely different make-ups of student bodies (e.g., from Americans only to Americans in the minority).

All of these schools place a heavy emphasis upon academic performance, and the secondary schools are college-prep oriented. The curriculum resembles that of stateside schools with the same orientation, but the overseas schools usually offer enrichment courses in the local lan-

guage and culture. Books and materials (which often don't arrive or come late) are generally imported from the United States.

The avowed purpose of most American-sponsored overseas schools has been to prepare American pupils for entering the mainstream of American society; stateside schools and colleges, to the extent to which they notice TCK's at all, have been concerned with their "problems of adjustment" to their peers. Neither the overseas nor the stateside schools have seen the TCK's as people who, as adults, will be following in their parents' footsteps and fulfilling mediating roles in the increasingly conflictive but interdependent global system. Nor do the schools see that solving some "problems of adjustment" offers TCK's valuable experience that can help prepare them for their future roles--which will probably be international.

One reason the schools lack appreciation for the great potentialities of these young people is that few educators have studied TCK's. In a bibliography on third-culture education that we compiled at the Institute for International Studies in Education, only 10 of the 50 dissertations listed concern TCK's--how they feel and perform, what they value, what they aspire to, and how they view the world and themselves in relation to it.

(Given the rather thin reeds on which to rest generalizations about these youth, and given the rapidity with which third cultures and national cultures change, we warn the readers that what we are reporting here is suggestive rather than definitive.)

One study of 150 college-enrolled TCK's of varying sponsorship and residence abroad (but all of whom had spent a minimum of one teen year overseas) produced a dramatic finding: Not one preferred to pursue a career exclusively in the United States. One-fourth named a specific place overseas where they would like to work (usually the location where they had lived during their teen years); 29 percent expressed interest in following an overseas based occupation but wanted to move from country to country; 25 percent wanted to be headquartered in the United States with periodic one- or two-year assignments abroad; and 12 percent wanted to be employed in the United States but to have opportunity for overseas job-related travel.

In order to qualify for careers in the third culture, these young people recognize that they must be well-educated and/or highly skilled. (There are few unskilled or even semiskilled third-culture occupations.) Thus they aspire, even when in secondary school, to attain college

degrees, and many anticipate getting professional and advanced degrees or mastering highly specialized skills.

One important reason that TCK's want to work in an international occupation, whether pursued entirely or partially abroad, is that they feel most "at home" in third-culture networks. Only 7 percent report feeling "at home" with their peers in the United States, while 74 percent say they feel most comfortable with people who are internationally oriented and who have lived abroad.

Yet such preferences do not imply that a person is rootless or has made a "poor adjustment". As one TCK with Asian experience says, "I guess I could live anywhere and be comfortable. I have always liked to think I get along with all different people. I don't feel bothered by a lack of roots, and I don't think I have a lot of problems because of that."

To be sure, some TCK's have severe emotional problems that cannot be resolved without outside help--and some problems not even then. But the rate is probably not greater among these foreign-experienced youth than it is among the general American population of the same age.

The reported experiences of these youth suggest that they cope rather than adjust, and, as one student of multicultural persons describes them, they become both "a part of" and "apart from" whatever situation they are in. A TCK with Asian and African experience explains, "I find myself sitting back and objectively observing Americans and American society, occasionally smiling and occasionally shaking my head. I get along comfortably with both, but then again, there is a bit of me that remains apart."

Most third-culture kids are more familiar with foreign languages than are their stateside counterparts. One researcher reports that 92 percent of the TCK's she studied learn one or more foreign languages, mostly languages used in many parts of the world, such as Spanish, German, and French. Twenty-six percent claim knowledge of languages other than, or in addition to these, such as Yoruba, Hausa, Urdu, Kijita, Swahili, Amharic, Kalagan, Marathi, Kisukuma, Chinese, and Quiche. (in U.S. public secondary schools, less than .5 percent learn languages other than French, Spanish, German, and Latin.)

TCK's learn some languages in schools abroad and some in their homes or in the marketplaces of a foreign land. One-third of these youngsters are children of cross-cultural marriages and/or foreign-born parents, and they use a language other than English at home or when

visiting relatives. Some pick up languages from the servants in the home or from playmates in the neighborhood.

Although most third-culture kids lose their proficiency in the foreign language when they return to an all-English-speaking environment, many pursue languages they have already learned, and some become literate in the languages they can speak. Few have emotional blockages about learning a new language--particularly if they perceive it as useful for the career they want to pursue in the future.

What can stateside teachers do to assist these youth when they return to the United States? Perhaps the best answer is for teachers to challenge them academically, both because this gives them continuity with their past and because this helps prepare them for the futures they desire.

Teachers should also try not to make these students' uniqueness a problem for them in school. Each TCK wants to be treated as an individual, not stereotyped as the "new student from Kuwait".

One TCK who lived in the Far East sums up her feelings about her experiences upon returning to the United States in this way: "I was made to feel like an odd person, a creature from another place--and I wasn't. I speak English, and I understand everything Americans say. My teacher and the people in the town where I was living didn't really see me--they just saw the difference."

For Further Reading:

Soddy, Kenneth, M.D., editor. Identity: Mental Health and Value Systems. Philadelphia: J.B. Lippincott Co., 1961.

U.S. Bureau of the Census. 1970 Census of Population. Americans Living Abroad. Subject Report PC (2)-10A. Washington, DC: U.S. Government Printing Office, 1973.

Useem, John; Donoghue, John D.; and Useem, Ruth Hill. "Men in the Middle of the Third Culture: The Roles of American and Non-Western Peoples in Cross-Cultural Administration." Human Organization 22: 169-79; Fall 1963.

Useem, Ruth Hill. "Third Culture Factors in Educational Change." Cultural Challenges to Education (Edited by Cole S. Brembeck and Walker H. Hill.) Lexington, Mass: D.C. Heath & Co., 1973.

Useem, Ruth Hill, editor. Third Culture Children: An Annotated Bibliography. East Lansing: Institute for International Studies in Education, Michigan State University, 1975.

OVER HERE AND BACK THERE

Although parents may feel relieved to have their teenagers grow up overseas, the adolescents, themselves, tell a different story, especially as they look at their experiences in retrospect when they are struggling to find a place in the mainstream of American life. "When I visited the States two years ago it really scared me," a 17-year-old I interviewed in Asia told me. "Seeing Americans dig ditches and work as waiters was strange," he continued. "Over here you walk down the street and everyone looks at you . . . you're on stage all the time. Back there you miss all the attention. You become an unperson, and you feel odd because they're more sophisticated in clothes and contemporary thinking and everything."

On the other hand many parents will agree with the view of this mother who said: "A real advantage of living here is that our daughters are removed not only from television, but also from many other undesirable elements in their environment back home. The drug problem is almost nonexistent; we have far fewer fights about dating and none about the car."

Unfortunately, such advantages sometimes turn out to be short-lived Adolescence will run its course, regardless. Children need to move out on their own, choose their own interests, make their own friends, and learn to govern themselves. Too readily overseas parents may ignore the teenage years of their children, only to find that the troubles that typically accompany growing up in America suddenly erupt when teenagers return home. And for every adolescent problem postponed, there still remains an impressive catalog of hurdles and challenges for families to face when they move overseas. It is possible, however, to arrive at happy, workable solutions to most of them. Like all solutions, they involve understanding and initiative within families and support from the community to which they are posted.

Certain adolescent issues are universal, at least for American teenagers, and need to be kept in mind before you consider the special conditions of overseas life.

- Adolescents are painfully aware of their bodies and tediously preoccupied with clothes. Their adherence to fashion is almost cult-like. Growth is rapid and physical changes are conspicuous.

By Sidney L. Werkman. Reprinted with permission from the Foreign Service Journal, March 1975.

- Pulling away from parents and turning to their peers for guidance is normal. Adolescents need to do this to gain experience, test, make mistakes, and ultimately settle on a way of life. They crave the freedom to prowl around in strange parts of town, to waste or use time, to daydream about jobs and activities they will choose for themselves.
- Sexuality and romance preoccupy them. They need privacy to sort out these emotions that will later determine their adult happiness as partners and parents.

Few situations can be imagined that are less conducive to facing and working out these issues than an overseas post, where the following conditions typically exist:

Clothing styles: A 15-year-old American wears two-toned shoes to a new school only to find that host country adolescents at the school wear shiny black shoes. American blue jeans, though highly prized, are not accepted attire in some places. Children in the capital cities of Asia and Europe wear sleek French clothes, well cut jackets and ties. American children are bound to feel as awkward and out of place as an adult would in the same circumstances.

Meeting places: The hamburger stands, bowling alleys, movie theatres and 3.2 beer places that cover the United States just don't exist overseas. The movie, "American Graffiti," could never have been filmed overseas, where adolescents are unable to get drivers' licenses and therefore can't cruise around in automobiles. So the teenager must depend, for his recreational needs, upon the very family his instincts tell him he ought to be drawing away from.

High profile: American teenagers are highly visible in a foreign culture; they are a part of our "presence." At a time in their lives when they feel most awkward and uncertain, the continuous concern with manners, length of hair, length of dress, may well drain spontaneity and even some of the charming roguishness from an adolescent. One mother of teenagers put it succinctly:

"I think our State Department should tell Ambassadors to lay off teenagers. They shouldn't be tied in with their parents' official behavior. A father's efficiency rating should not depend on the way his child dresses. For a kid to be clobbered with the role of the Ugly American and the fear that he may hurt his father's job if he doesn't cut his hair is disastrous. It's too much at that age to carry the United States on his back."

She even went on to volunteer, "If the Ambassador said to me, 'Cut

your son's hair,' I would say, 'It's none of your business.'"

Dating and sexuality: Teenagers who move overseas often feel as though they had been whisked suddenly by a time machine back to a small town in 19th century America. Everyone knows what they are doing, or can find out about it, and the range of acceptable behavior may be limited by the views of the most narrow-minded members of the community. Here are some of the situations that surface overseas:

A 16-year-old girl became involved with a man from the embassy of a country whose relations with the United States were somewhat strained. Many members of the American community volunteered their opinions about the propriety of the friendship.

A 15-year-old boy solved his sexual problems by frequenting one of the many brothels in the large city in Asia where he lived. His parents were horrified when they learned of this.

A 16-year-old girl, who had lived in Africa with her parents most of her life, dated host country schoolmates as a natural event. When the family returned to the United States and the girl brought a black boyfriend home from college, her parents were horrified.

Work: The time-hallowed practice in the United States that a teenager, regardless of his economic status, will find a job perhaps as a gas station attendant, a shoe salesman, or a rock band member, is definitely not a reality of overseas living. There is little opportunity for youth work overseas and you hear such comments as this one from a 16-year-old girl:

"I couldn't work because girls just don't go out of their houses in a Muslim country. My brother couldn't work either because there wasn't anything for him to do. I mean there just simply wasn't anything. So we spent our summers at the club swimming pool. I had highs and lows about it. Basically, I think I had a lot of emotional problems just because I couldn't do what was natural when I was sixteen."

Schools: Whatever an adolescent's expectations of high school, it is the fruition of many extra-curricular athletic, social, and artistic wishes. Overseas schools offer much narrower experiences for teenagers. Sports, drama, music, painting, sculpture, school government, clubs, and the like are often unavailable in the school environment.

What is left behind?: The adolescent who moves overseas must leave his familiar props behind--the record collections, television programs, teachers who think well of him, stores where he is known, shady neighborhoods and hidden places to ride bicycles and perhaps share a cigarette

or an exciting erotic book. He also leaves his close friends, the ones who assure him that he is okay, that his family is impossible and that growing up is worth a try.

It is not easy for a teenager to make new friends in the United States, and the difficulties are often monumental overseas. Some fortunate youngsters can land on their feet anywhere on the globe and be immediately at home, but for many the period of transition is painful as youthful social stratas are notoriously excluding. Adolescents who get 'in" are so relieved they can't be bothered with the "outs." A teenager overseas described what it was like where he lived.

"When kids first get here they're in shock. Life is so different from what they've been used to--the physical layout of the school and the whole thing about their families getting settled. There is a kind of hostility and competition. It's caused by fear--of not being able to speak the language or being able to get along with the other kids. Most of them just wander around in a daze the first month. After school they go back to their own houses which are quite a distance from each other. If they do make friends at school they sometimes have their friends come over, but that doesn't take care of it all.

Ironically, new arrivals often gain acceptance first from the "out group" teenagers in a school, the fringe youngsters who are least comfortable in the setting. Another teenager tells of his experience in a new school overseas: "Everybody sat there and looked at me and at what I was wearing. You get to the point where you'll be friends with anybody who's friendly to you. One of the guys who was friendly to me wasn't the kind of person I really like. He was into drugs and bad mouthed everything about the school. But I was lucky because later I got to be friends with some other people."

These are trying problems among the most challenging ones that teenagers and their parents face when they move overseas. What can be done about them? Here are some ideas and suggestions that have worked for many families and communities.

- The art of anticipation. Learn all you can about a new post before you go--the location and size of the school, the availability of a kiln for potters, competition for a football player, clubs for social youngsters. Tell your teenagers why you are making the move, why it is important to you, and be honest with yourselves and them. Allow them and yourselves, a mini-nervous breakdown. Then, pull yourselves together and pack the clothes, records, posters, stuffed animals, stamp collections,

tape players and books you will need.

• Families. You and your children will probably spend more time together than you ever dreamed of sharing in the United States. Don't allow the easy cameraderie that develops around meals, museum visits, travel or picnics to obscure the natural need teenagers have to show independence and even some rebellion. Give your teenagers some freedom to be on their own. Don't demand that they be constant representatives of the United States of Americ . A parent who agreed with me about the concept of independence in general, nevertheless closed our discussion with this admonition: "When my boy lives here in Washington, he's just Robert, but when he goes overseas he'll be the son of the Deputy Chief of Mission and in the spotlight."

• Work and careers. "Tell teenagers overseas to make their fathers' business their business," a young adult who had lived abroad most of his life said. "I knew my father was with an oil company but I had never been to his office or seen him work. When I got back to the States I had no idea of what I wanted to do. That's why so many of us want to play guitar in a rock band; at least we know what that job description is."

Though adolescents in the United States know little about the work of the adult world, the problem is compounded overseas by the extremely limited range of careers represented in a typical American community. Most of the men are administrators, thinkers, diplomats, or part of the military presence. The teenager never gets to know computer programmers, real estate and securities salesmen, bankers, lawyers, union leaders, city planners, or plumbers. Most importantly, he doesn't have any knowledge of his own father's job.

A father might take his children to his office to show them what he does each day. The children will not only profit from such visits, but the father might become more aware of the significance of the work he does. Some communities have organized career days in which students visit various offices in their town, including the offices of host country nationals, to learn about a variety of career opportunities. Such visits can solidify the teenager's view that he is growing up, that his concerns are respected, and that he is directing himself toward a greater sense of autonomy and responsibility.

• Romance. Find a way to give teenagers some opportunities for privacy--their own room in a church or a special section of a staff house. But, don't forget that all teenagers appreciate the constraint of rules, particularly when they have been invited to help formulate them. Be

specific about party and dating codes. Include hours, places that are on and off limits, the kind of adult supervision needed and conventions about the use of alcohol and other drugs.

A parent discussion group can be used to share ideas and concerns about dating and sexuality. Such group interaction can help to separate inevitable adolescent issues that parents will have to tolerate from those that are clearly dangerous or offensive. Similarly, a discussion group for teenagers and parents around the same issues can give necessary information and iron out misunderstandings that are endemic between the generations.

- Activities. There may be fewer outside activities in the schools, but the ones that exist are usually heavily subscribed to by both teenagers and their families. One high school has a Glee Club with basses and sopranos from among the mothers and fathers of the community. Entire families participate in dramatic productions. A teacher described how one community organized its activities:

"The school attempts in certain ways to fill the gaps. For example, last year, every Friday we had sort of an 'afternoon club' for teenagers. It was almost like a party. We had sports for fathers and sons, mostly organized by the fathers, particularly of the middle school where they had about 30 fathers and sons playing football. This year they played soccer. The kids really like soccer, but it's too tough on the fathers--just too exhausting for them. We have a school bazaar and cake sale, a big dance around Christmas time, and some teachers organized hiking and skiing trips."

One of the consequences of a narrower range of outside activities is that the adolescent has more time to study. This should be recognized by all concerned as an opportunity to gain a great deal of educational strength. Parents can help considerably by monitoring their teens' work with thoughtful involvement.

- Work. Work opportunities in the American community should be explored and even manufactured. Aptitudes and motivations are uncovered through actual experiences, i.e., trying out various jobs. Consider carpentry, painting, child care, and volunteer work in hospitals. Perhaps, as a last resort, students could be paid for doing their school work well. Admittedly, jobs for teenagers are scarce in communities where human labor is so inexpensive, and host country nationals may take a dim view of such use of our teenagers. But, for a teenager a job solves two problems for him and his family--he has something to do with his free time

and such work cuts down the amount of aimless or disruptive activity that teenagers lapse into when they don't believe they are valued by the society in which they live. If at all possible teenagers should be paid for their work, for there is no adequate substitute for money as a criterion of worth in today's adult world.

- A helping hand. When an Embassy official or oil company executive genuinely welcomes new families, including their children, and extends a helping hand to them, that attitude will pervade the entire community. As a point of view tends to filter from the top down, adolescents will know if they are genuinely wanted or not by deeds--a welcome visit from a government official, an introduction by the school principal or a party for teenagers given by parents in the community.

A big brother or sister could be assigned to a new student in school to show him the ropes, how people dress, where they congregate, whom he might enjoy. Big brothers or sisters should function not only in the first week but stick with new teenagers for a number of months to see that they are integrated.

Adolescents need to have experience with adults other than their parents or close friends of their parents. Every community might develop formal or informal counselors to work with adolescents. Coaches, ministers, or even members of volunteer organizations can be very helpful in this way. In the United States teenagers often will seek out on their own someone away from their family to rap with, and it is important that such a possibility be made available overseas.

- Clubs. Every post with a considerable American population should have a club where teenagers can listen to records, drink Cokes and play games. Group activities such as cards, meditation, play reading, or shared hobbies develop naturally in favorable settings. A teen club should offer privacy and space.

- Return to the United States. For many teenagers the real hurdle is not in finding a way to fit in overseas but trying to "make it" when they face the traumas of transition back to the United States. Although some youngsters slip back into school, friendships and activities easily and well, others sweat and strain as they try to find a place among American adolescents.

"I felt out of everything when I came back," related one teenager. "I didn't know about music or clothes. I was still listening to Motown when everyone else had become more sophisticated. I expected everything in the United States to be in terrible shape, since that was the way they

made it sound in the newspapers and NEWSWEEK."

Another told me: "I lived in Egypt and India before I came back to go to a large high school here. I was miserable the first few months and my parents never realized what I was going through. I was over-developed physically, but I never really realized it until I got into school here. That, and boys expecting you to go to bed with them right away were just too much for me. It made me feel so odd. I just wasn't aware of it ahead of time, that people really do go through these kinds of problems."

An adolescent overseas might wish to keep in touch with the United States, know what records are popular, the kind of clothes that are being worn, the names of sports stars and actors. Perhaps copies of ROLLING STONE and other magazines could be made available, and records and tapes received on a regular basis. Parents overseas may feel relieved that their children are not in the mainstream of American culture but their children will feel lost when they return to the United States and don't know what is "far out," what is "cool," and what is "heavy."

These may seem to be superficial concerns to an adult burdened with international trade agreements, wars and famine, but they are by no means unimportant to adolescents. Attention paid to them will greatly facilitate the transition a foreigner has to struggle with as he makes his way in a new land. For, after all, the United States is a foreign country to teenagers who have been away for a long time and they need all the help they can get when they try to make sense of it.

SCHOOL PSYCHOLOGY IN AMERICAN DEPENDENT SCHOOLS OVERSEAS

Department of Defense (DOD) Schools

There are two types of American schools outside of the United States: DOD schools and international schools. DOD schools are maintained by the Department of Defense and are exclusively for dependents of employees of the U.S. government, for the most part military connected.

DOD schools are also operated at most bases or posts throughout the United States. Almost every base school includes kindergarten through grade six and a few maintain seventh and eighth grades. It is difficult for all but the largest bases to maintain a high school with a range of courses and programs equal to the public school system.

Prior to a recent move toward decentralization, DOD schools overseas were divided into three areas: Pacific, Atlantic-Mediterranean, and European. Each was separately administered.

The Air Force formerly had the responsibility for the schools in the Pacific with 26,692 students. This area did not include U.S. territories or protectorates. Most of these schools are located in Japan (including Okinawa), Korea, and the Philippines; it also formerly included Taiwan and Thailand. The Pacific Area is the geographical area in which the author is located, and so it is the one with which he has the most familiarity and will be referred to in more detail.

The Navy was responsible for the DOD schools in the Atlantic-Mediterranean area, which includes Newfoundland, Iceland, Bermuda, and Canada. The European area was the responsibility of the Army with schools in Spain, the Azores, Denmark, the Netherlands, Belgium, Luxembourg, the United Kingdom, West Germany, Italy, Turkey, Greece, and Iran.

The statistics summarized in Table 1 on school personnel in the European area provide a partial basis for generalizations on the type of services available throughout the DOD system. At the elementary level there are five psychologists. Dividing the approximate number of 2,500 regular classroom teachers by the number of psychologists gives the psychologist-classroom ratio of 1:500. Computing the same figure for special education teachers and classes (EMR, LD, ESL) gives a ratio of 1:21. Since these 5 elementary school-level psychologists must service schools located in 11 countries all the way from the United Kingdom to Iran, there is the likelihood that some schools do not receive much service

---

By Michael C. Berthold. Reprinted with permission from Psychology in the Schools in International Perspective, Vol.I, 1976.

AMERICAN DEPENDENT SCHOOLS

Table 1

Personnel Attached to the European Area DOD School System

Personnel	Elem.: K-6	Sec.: 7-12	Total: K-12
Administrators			
Teacher-Principals	41		41
Teacher-Assist. Principals	40	40	80
Pupil Personnel Services			
Psychologists	5	6	11
Social Workers	5	3	8
Speech Therapists	40.5		40.5
Counselors	69	109.5	178.5
Nurses	55	30	85
Teachers			
Classroom	2,513.5	1,771	4,284.5
Art	28		28
Music	54.5		54.5
Physical Education	32.5		32.5
Reading Improvement	77	29	106
Educable Mentally Retarded	41	26	67
Learning Disabled	61.5	4.5	66
English as a Second Language	1		1
Auxiliary			
Dormitory Counselors		63	63
Paraprofessionals	263	33.5	296.5
Junior ROTC		32	32
Work Study		12	12
Librarians	60	60	120

Statistics provided by United States Dependent Schools, European Region, APO New York, New York 09164.

from these psychologists. Certifying the children for special education classes would occupy all of the psychologist's time. Such a mammoth task would leave very little time for consultation with the special education teachers. It would appear unlikely that the psychologist could even scratch the surface of the consultation role for the 500 regular classrooms for which they might be considered responsible. Thus, the traditional role of the school psychologist is stifled by the sheer pressure of numbers.

There are 63 counselors assigned to separate DOD dormitory units; the large number of counselors make it clear that housing students and caring for them is a major project. As an example, international schools are extremely reluctant to accept boarding students because of the obvious social responsibilities that result. Drug usage and other social problems seem to increase when the students are separated from their families. The dormitory which operated in Ankara, Turkey, for example, was plagued with drug problems. Within a student dormitory setting, it would appear logical and reasonable that the psychologist provides counseling and consultation. Yet the psychologist, as a child advocate and as a proponent of mental health considerations, often offers solutions which are not considered expeditious by those in management positions. Thus, their involvement is considered too "expensive," "irrelevant," or "interfering." As a result, they are frequently bypassed in the disposition of cases.

In the Pacific area, on the other hand, there are 11 psychologists in the DOD schools. For their school population of approximately 27,000 there is a psychologist-student ratio of a little under 1:2,500. These psychologists for the most part have the advantage of consultative services with pediatricians and medical personnel of the military hospitals.

The DOD schools employ four full-time psychologists at Clark Air Force Base, which is about one hour's drive from Manila in the Republic of the Philippines. They work in a child guidance clinic connected with the base hospital rather than in the school and serve a student population of 6,701, with a psychologist-student ratio of 1:1,675. On Okinawa there are 3 psychologists for 7,915 students (which gives an approximate ratio of 1:2,600); in Japan there are 3 psychologists for 8,908 students (for a ratio of approximately 1:3,000), and in Korea there is one psychologist for 3,168 students.

Present information suggests that there are no DOD schools in South America, Central America, Africa, the Commonwealth countries, Australia,

New Zealand, or any of those continental countries East of Iran. The DOD schools are maintained and centrally administered throughout the world by an office in Washington. The DOD school system was centralized on July 1, 1976 to provide a uniform curriculum and administrative structure. This facilitates adequate administration and accounting and makes it easier for students to transfer from one school to another within the system.

International Schools

American international schools accept both DOD dependents, American civilians, and students from other countries. However, they do not teach toward an international curriculum. These schools are American in style and are taught in English. The American independent schools are generally thought to be international because they offer an educational program in English rather than in the local language. Insofar as English is an international language, the label is appropriate.

They are also international in that they accept students from countries other than the host country. Frequently there are not enough students of another nationality to support the opening of an ethnic school. In many places, students of the host country are required to attend national schools, either public or private. Thus, the student body of the American school includes students from many countries. Many students, American as well as other nationalities, are the product of racially and/or ethnically mixed marriages. In that sense the American school is multi-national.

Most of the "foreign" students in Asian countries are of European background and are visually distinguishable from the nationals. They do not find it as easy to mix unnoticed in Asian society or schools as they may have in European countries. In some Asian areas, the international school is officially called the "foreign" schools. These and other sociological forces define the American schools as "miscellaneous" ones.

There is almost no chance for an American student to transfer to and succeed in an Asian local school. A youngster would have had to grow up in the culture and speak the language. Also, in some countries the youngster would also need to be a citizen of the country. In many countries American children are barred from attending local schools; local children in some instances are also barred from attending American schools.

It would be easier for American children to mix in European local

schools because the majority of Americans are of European lineage. Furthermore, there are a number of non-American schools in Europe that could accommodate Americans. This is particularly the case in the United Kingdom and Switzerland. It is less true in the syllabus and examination-bound German schools.

A true international school prepares students for matriculation examinations in the schools of countries like France, Germany, and England or the colony-like or Commonwealth countries whose schools are based on the French, German, or British systems. The international school at the United Nations in New York is a true international school.

Some European companies, in anticipation of moving an employee's family overseas, will arrange for a student to attend classes at a local school in the language in which subjects will be taught at the receiving school. This softens the impact of the transfer to the new school. However, it does not prepare the youngster for the cultural differences in the educational system of the receiving school.

Those students in American schools overseas who do not have a proficiency in reading and writing English are often enrolled in a program of English as a Second Language (ESL). The student must demonstrate proficiency in English in order to gain access to the general schedule of classes. Thus, the school requires the student to adapt to an American system. For Oriental students coming from traditional local schools, a substantial adaptation is usually required; i.e., developing greater independence and self reliance, increased verbal responsiveness, more creative thinking, and less rote learning.

These international schools are private schools in that, for the most part, they depend upon tuition revenue and do not benefit from public grants. Though they are usually tax free, their faculty must pay income tax either to the host country or the United States or both. In some instances, in international schools where the enrollment includes a large percentage of DOD children, the faculty are able to acquire PX or Commissary privileges from the nearby military base. Although these schools frequently have APO mailing privileges for official school mail, the individual teacher generally does not have personal APO mailing privileges.

American international schools come under indirect control of the respective American Embassy and are subject to the general laws and customs of each host country. They exist in most capitals and in major cities of the world.

International schools in the Southeast Asia-Pacific area. There are 46 American international schools in an area bounded by: South Korea and Japan in the North, Indonesia in the South (excluding Australia and New Zealand), New Guinea in the East, and Burma in the West. These international schools are loosely organized into the East Asia Regional Council of Overseas (EARCOS). There are 19,601 students in EARCOS; 4,500 of them are sponsored by the DOD. They are situated in the following 11 countries: Burma, Hong Kong, Indonesia, Japan (including Okinawa), Korea, Malaysia, New Guinea, Philippines, Singapore, Taiwan (Republic of China), and Thailand.....

This article goes on to discuss problems faced by psychologists overseas, problems faced by the schools, ten specific types of problems faced by students in international schools, and advantages enjoyed by students in international schools, and advantages enjoyed by psychologists who work overseas. For the complete text of the article, see volume I of Psychology in the Schools in International Perspective published by the International School Psychology Committee (Secretariat, 92 South Dawson Avenue, Columbus, OH 43209 USA).

SURVEY REPORT ON COLLEGE GUIDANCE IN THE AMERICAN-SPONSORED SCHOOLS ASSISTED BY U. S. DEPARTMENT OF STATE

The Overseas Schools Project is an outgrowth of the outgoing efforts of the U.S. Department of State and its Office of Overseas Schools to provide elementary and secondary schooling comparable to public schools in the U.S. for dependents of U.S. government employees on assignment overseas. Specifically to augment and stimulate the establish ıt of adequate counseling and guidance efforts of the individual schools overseas, the Office of Overseas Schools contracted the professional sources of the College Entrance Examination Board.

Two important contractual goals have been:

1. To evaluate the adequacy of existing counseling services and give consultative assistance as appropriate to those schools seeking to improve and provide adequate college admissions counseling.

2. To develop an increased interchange between the overseas American-sponsored schools and the U.S. higher education community.

A first step was the establishment of an Advisory and Study Committee on College Admissions to work with the Office of Overseas Schools and the directors, teachers, counselors, parents and students in the overseas American-sponsored schools. Four admissions directors have been included in the committee membership; their selection has been based on their experience, institutional types and U.S. geography. Current members are George Giampetro from the University of Miami (Coral Gables); Richard Haines from Lafayette College; Stirling Huntley from the California Institute of Technology and Leo J. Sweeney of the University of Missouri at Kansas City. We represent public and private institutions, all geographic regions of the U.S. and key educational associations. Sandy Jameson, the Director of the CEEB's Office of International Education, is Project Director and Carleton Bentz represents the Office of Overseas Schools on the committee. The first activities of the Advisory and Study Committee were to gather information about the existing guidance programs in the overseas schools and to learn the needs of the guidance counselors overseas and the needs of the college-bound senior in the overseas school. Two surveys have been undertaken for that purpose.

Simultaneously, the Advisory and Study Committee planned and con-

---

By Leo J. Sweeney. Reprinted with permission from NESA Connection, Spring 1977, published by the Near East and South Asia Schools Association.

ducted a series of on-site visits to selected schools in the different regions of the world. "College Nights" were held in 31 such overseas schools over the world. In addition seminars and workshops for guidance counselors were conducted in several regions. As a result, valuable first-hand knowledge of the schools and their college-bound guidance programs was obtained to use in analyzing data from surveys and to use in future planning.

Now to the surveys. One was a "Survey of Guidance Services for College-Bound Students in Overseas American-Sponsored Schools". In that survey a questionnaire was sent to 85 secondary overseas American-sponsored schools during the 1973-74 school year; usable responses were received from 82 schools. The second survey was a "Survey of College-Going Graduates of the Class of 1973 of American Sponsored Schools". In it, questionnaires were sent to 1,430 students reported to be enrolled in 594 U.S. colleges and universities. Some 249 questionnaires were returned unopened by U.S. registrars, indicating that the students were not enrolled in those colleges and universities after all; 706 students completed and returned the questionnaires.

What have we learned from the surveys? First of all, we have learned that the typical graduating class consists of 50 students of whom 58 percent are U.S. citizens; 22 percent host country nationals; and 20 percent, third country nationals--certainly not the more homogenous senior class dealt with by stateside counselors.

When asked about "great" or "some" hindrances in their work, the overseas schools counselors in 71.2 percent of the cases cited the lack of information on financial aid opportunities; 48.7 percent listed the lack of admissions references other than catalogs and 47.5 percent, the lack of U.S. catalogs.

Counselors in 65.8 percent of these responses reported the lack of in-service training opportunities as a factor complicating their efforts to offer adequate college-bound guidance services. Other factors included the lack of time in the U.S. other than for home leave and the lack of contact with U.S. institutions (cited by 39.7 percent and 35.8 percent of the counselors, respectively).

In their responses, the students rated college literature on hand in their overseas schools as insufficient and often too out-of-date. Far too many U.S. students reported that they had been treated as if they were foreign applicants in the early stages of their admissions inquiries. The 706 students who responded in the survey were from 67 overseas American-

sponsored secondary schools and enrolled in 391 private and public colleges and universities in the fifty states, the District of Columbia and Puerto Rico.

Some 93.1 percent of the students felt that their high school preparation had been "good" or "very good" and virtually all reported themselves as succeeding in college, with 70.5 percent claiming a "B" average or better. Yet only 79.5 percent planned to remain at their first college or university a second year, and 69.5 percent found that some or all of their college-bound anxieties had been realized when in college.

Counselors and students alike reported that they felt U.S. colleges and universities were not knowledgeable about their overseas schools. Yet only 58 percent of the overseas schools were sending any school profile with student transcripts.

There are three sets of recommendations of the Advisory and Study Committee based on the surveys and on-site observations of committee members. They are: one set for consideration by overseas schools, a second for consideration by stateside colleges and universities and a third for consideration by the Office of Overseas Schools.

Here are the ones offered for consideration by the overseas schools:

1. Encourage the employment of an individual trained in college and career counseling in each secondary school overseas, or where not feasible, encourage the development of a cooperative counseling program with another school or group of schools overseas.

2. Develop policies and programs that will help assure greater retention and continuity of qualified counseling services.

3. Develop an adequate follow-up program involving graduates, to secure information about where they have gone for further education, to use the graduates as sources of information about stateside colleges and universities, and to use the graduates as resources for college guidance program upon their return.

4. Encourage and develop a formal association of guidance counselors in each geographical region, where secondary schools exist.

5. Conduct exchange programs among the counselors of the American overseas schools in each region with the express purpose of stimulating the exchange of ideas about college-bound guidance and furthering the development of materials that take into consideration the local conditions.

6. Encourage students and parents to visit stateside campuses whenever possible, and utilize them as resources in college counseling upon their return.

7. Develop local college-night programs and encourage the participation of students, parents and faculty.

8. Develop and disseminate guidance materials that focus on the college and career needs of the students enrolled in the individual school.

9. Prepare and disseminate a newsletter on counseling among the schools within a geographical region.

10. The Committee has focused almost entirely on college guidance programs; however, it is recognized that college guidance is only a part of the counseling function in the overseas schools. Accordingly, the Committee strongly recommends that counselors participate in counseling in-service programs which are conducted by a variety of professional organizations, colleges and universities, and accrediting agencies.

11. Develop and implement a course of study designed to prepare students for their return to the United States to attend college.

12. Engage in a self-directed evaluation of existing counseling programs and practices.

13. Develop a model inquiry form for use by American students abroad in making their initial contact with colleges. Such a form would highlight their status as American citizens residing abroad, provide opportunity for them to present the distinctive benefits that they may have gained from their overseas experience, and assure accurate, factual information of such items as year of graduation, desired curriculum and intention to apply for financial aid.

The Advisory and Study Committee also strongly recommends stateside orientation or training for new counselors, or even for experienced ones. For example, the University of North Carolina every summer conducts in joint sponsorship with The College Entrance Examination Board an institute for new college admissions officers and college-bound guidance counselors. The institute of one week's duration is generally held in late July.

One proposal is that the Overseas School Project pay the institute fee and a travel allowance of perhaps $250 for any counselor, new or old, from one of the A/OS assisted schools. Reactions to this proposal are requested.

In concluding I wish to refer briefly to a pilot project now under way within the Overseas Schools Project. It has no official name as yet but I refer to it as the "Colleague to Colleague Program". In it, Bill O'Hale of the Karachi American School and I are paired as one of several

such linkings. This year's activities have included a trip to the states by Bill to attend the National Conference of the College Entrance Examination Board where he participated in the formal proceedings and met many U.S. admissions officers and high school guidance counselors. He also spent a week in my area, visiting representative colleges, universities and a secondary school. All of this to update his knowledge of the U.S. scene to improve the college-bound guidance in his own school and hopefully to serve as a resource person for other overseas schools in his region and particularly in Pakistan. Another part of the experiment includes the equipping of his school with a microfiche collection of some 90 percent of the U.S. college and university catalogs for use in college-bound guidance. Next year it is hoped that I will be able to return to Bill's school to review my knowledge of its program and to work with the guidance personnel, staff and faculty, parents and students.

The objectives of this experiment include the development of both of us as sources of information in our respective areas--Bill in NESA and me in Midwest U.S.--and the testing of various modes of assistance to overseas schools for possible use on a broader basis with other schools.

RECOMMENDED READINGS

Literature dealing with the overseas school and overseas students is slowly developing. Dr. Ruth Hill Useem of the Institute for International Studies in Education at Michigan State University, publishes a continuing series of annotated bibliographies dealing with overseas schools and children. Other periodic sources of information are listed in the following paragraphs.

The Association for the Advancement of International Education's monthly publication, INTER-ED, (31 Nob View Circle, Little Rock, AR 72205 USA), always has articles dealing with overseas education, although much of each issue is devoted to news about association members and member schools. Each of the eight regional school associations (e.g., the European Council of International Schools, Association of International Schools in Africa, and the Association of American Schools of Central America) publishes a newsletter regularly. The addresses of these organizations change frequently. A current address for each is listed in the booklet Overseas American Sponsored Elementary and Secondary Schools Assisted by the U.S. Department of State which is published by the U.S. Office of Overseas Schools (Room 234, SA-6, U.S. Department of State, Washington, DC 20520 USA) and revised each January.

Newsletters published by the European branch of the American Personnel and Guidance Association and the APGA's International Education Committee (1607 New Hampshire Avenue, N.W., Washington, DC 20009 USA) and the International School Psychology Association (92 South Dawson Avenue, Columbus, OH 43209 USA) are of special interest to counselors in international schools.

The International Association for the Advancement of Counseling (86 Avenue du Septembre, Luxembourg, Grand Duchy of Luxembourg) and the International Roundtable for the Advancement of Counseling (Livingstone House, Livingstone Road, London E25 266, U.K.) both publish booklets summarizing the proceedings after each bi-annual international conference.

The Center for International Education (120 World Affairs Building, University of Houston, Houston, TX 77004 USA) also publishes a free newsletter. The East-West Center (University of Hawaii, 1777 East-West Road, Honolulu, HI 96882 USA), the International Office of the College Board (1717 Massachusetts Avenue, N.W., Washington, DC 20036 USA), and the Institute of International Education (809 United Nations Plaza,

New York, NY 10017 USA) occasionally publish materials of special interest to overseas counselors.

Some specific publications of interest to counselors in international schools and counselors of non-Americans are listed below. They are divided into three categories: General Background; Overseas Guidance and Counseling; and Comparative and International Guidance.

General Background

Annual Bulletin #12. International Baccalaureate Office, London University, Institute of Education, 2 Taviton Street, London WCIH OBT, U.K., Tel. 01 388 2639.

Fox, Burton B., ed. Teaching Overseas - The Caribbean and Latin American Area. Barranquilla, Colombia: Center for Curriculum and Materials Development, 1970.

General Guide to the International Baccalaureate. International Baccalaureate Office, London University, Institute of Education, 2 Taviton Street, London WCIH OBT, U.K., Tel. 01 388 2639.

Goodman, D. B. "An Idea Whose Time Has Come - The International Baccalaureate." Exchange, Vol. XII, 2, Fall, 1976.

Helms, Donald V. "Community Approval and Disapproval of American Overseas School Programs." Unpublished dissertation, University of Toledo, 1972.

Luebke, Paul T. American Elementary & Secondary Community Schools Abroad. Arlington: American Association of School Administrators.

McIntyre, P.K. American Students and Teachers Abroad. Washington: U.S. Government Printing Office, 1975. (Stock #1780-01377).

Maher, Anne. Schools Abroad. Boston: Porter Sargent, 1975.

Orr, Paul Glenn. A Research Matrix: The American Sponsored Overseas School. Buzzards Bay, Massachusetts: Center for International Education of the Massachusetts State College System, 1974.

Patterson, C. J. First Handbook for American Schools Overseas. Mexico City: The American School Foundation, 1969.

Thomas, W. G., ed. American Education Abroad. New York: McMillan, 1974.

Vest, T. J. "Selected Personality Characteristics of Successful Overseas School Administrators. Unpublished dissertation, Miami University, 1971.

Overseas Guidance and Counseling

Advising, Counseling and Helping Foreign Students. Washington: National Association of Foreign Student Affairs, 1975. (Free)

Advisor's Manual of Federal Regulations Affecting Foreign Students and Scholars. Washington: National Association of Foreign Student Affairs, 1976. (Free)

Common College Application. Reston: National Association of Secondary School Principals, 1978. (Free)

Costar, J. W.; Fosnot, G.; and Thomas, N.A. The Follow-Up Study: An Evaluation System for Improvement of Educational Programs and Services in American Schools Overseas. East Lansing: Institute for International Studies in Education, 1974.

"Counseling the Culturally Different." Personnel and Guidance Journal. Washington: American Personnel and Guidance Association, March, 1977. (Special Issue)

Crucial Issues in Foreign Student Education. Washington: National Association of Foreign Student Affairs, 1975. (Free)

Downs, R. "A Look at Third Culture Children." Japan Christian Quarterly, Spring, 1976.

Dykstra, C. T. Guidance in International Schools. Surbitron, Surrey: European Council of International Schools, 1977. ($9.95)

Financial Planning for Study in the United States - A Guide for Students from Other Countries. Princeton: College Entrance Examination Board, 1976. ($1.00)

The Foreign Graduate Student. Princeton: College Entrance Examination Board, 1971. ($1.25)

The Foreign Undergraduate Student. Princeton: College Entrance Examination Board, 1975. ($2.50)

Froomkin, Joseph. Trends in Sources of Student Support for Post-Secondary Education. Iowa City: American College Testing Program, 1975. (Special report sixteen) ($2.00)

Gleason, T. P. "Social Adjustment Patterns and Manifestations of World-mindedness of Overseas Experienced American Youth." Dissertation, Michigan State, 1970. (Dissertation Abstracts 31(5):2494 A, November)

A Guide to the Admission of Foreign Students. Washington: National Association of Foreign Student Affairs. (Free)

Handbook for Financial Aid Administrators. Iowa City: American College Testing Program, 1976-77. (Free)

Higher Education in the World Community. Washington: American Council on Education, 1976. ($12.00)

Huntley, S. and Bentz, C. "Foreign Stamps Don't Always Mean Foreign Students." College Board Review, 1976.

Krajewski, F. R. "A Study of the Relationship of an Overseas Experienced Population Based on Sponsorship of Parent and Subsequent Academic Adjustment to College in the United States." Dissertation, Michigan State, 1969. (Dissertation Abstracts 32(3) 1372-3 A, September)

Miller, R. F. "Where Do You Come From? Growing Up in the Foreign Service." Foreign Service Journal, April, 1974.

Office of International Education Fact Sheet. New York: College Entrance Examination Board, 1977. (Free)

The Overseas Counselor's Manual. Princeton: College Entrance Examination Board, 1976. ($7.50)

Packard, V. "Nobody Knows My Name, The Effect of Rootlessness on Young People." Today's Education, September-October, 1973; pp. 22-28.

Selection and Admission of Foreign Students. Washington: National Association of Foreign Student Affairs, 1977. (Free)

Sjogren, C. F. Diversity, Accessibility and Quality: A Brief Introduction to American Education for Non-Americans. New York: College Entrance Examination Board, 1976.

Strain, W. H. and Arnold, R. Do-It-Yourself Evaluation of Foreign Student Credentials. Washington: National Association of Foreign Student Affairs. ($1.00)

A Survey Report on College Guidance in the American-Sponsored Schools Assisted by the U.S. Department of State. Princeton: College Entrance Examination Board, 1976.

Werkman, S. Bringing Up Children Overseas. New York: Basic Books, 1977.

Where to Write for Birth and Death Records. Washington: U.S. Government Printing Office, 1976. (HE 20.6202:B 53/976)($.35)

Where to Write for Birth and Death Records, U.S. Citizens Who are Born and Died Abroad. Washington: U.S. Government Printing Office, 1977. (HE 20.6202:B 53/2)($.50)

Comparative and International Guidance

Bedal, L. ed. The School Guidance Worker. Volume 29, 1973.

Catterall, C. Psychology in the Schools in International Perspective. Columbus: International School Psychology Association, 1976. Vol. I.

Drapela, V. J. "Comparative Guidance Through International Study." Personnel and Guidance Journal, 1974, 53, 438-445.

Drapela, V.; Donahue, T., et. al. Guidance in Other Countries. Tampa, Florida: University of South Florida Bookstore, 1977.

Goldman, L., ed. "Guidance U.S.A.: Views From Abroad." Personnel and Guidance Journal, 1974, 53, 40-56.

Sharpe, T. The Country Index: Interpretations for Use in Evaluation of Foreign Secondary Academic Credentials. Alhambra, California: Severny Publishing Co., 108 N. Champion Place. ($11.00)

Studies of Education in Other Countries. Washington: Office of Health, Education and Welfare. (Free and Inexpensive Booklets)

Tolbert, E. L. "Special Issue: Career Guidance in Other Countries." Vocational Guidance Quarterly, 1976, 24, 294-365.

World Education Series. Washington: National Association of Foreign Student Affairs.

Wrenn, C. G. "Values and Counseling in Different Countries and Cultures." The School Counselor, 1976, 24, 6-14.

INDEX OF NAMES

Aitker, 21
Andersen, C., 71
Anderson, S., 55
Arnold, R., 125
Bedal, C. L., 126
Bentz, C., 117, 125
Berkow, R., 59
Berman, S., 4
Berthold, Michael C., v, 111
Bradley, J., vii, 94
Brembeck, C. S., 102
Bronstein, S. C., 34
Burgum, T., 55
Buros, O., 40
Burran, Harold, vii
Carter, J. T., 59
Cashwell, R., vii
Catterall, C., 67, 126
Cook, T. E., 67
Costar, J. W., vii, 66, 124
Curtis, V., 45
Dickason, D. J., 3
Donaghue, J. D., 102
Donahue, T., 126
Downie, R., vii, 97
Downs, R., 123
Drapela, V., 65, 126
Dykstra, C. T., 27, 58, 124
Engelkes, J., 35
Fosnot, G., 124
Fox, B. B., 123
Froomkin, J., 124
Funkhouser, R., vii
Giampetro, G., 117
Gleason, T. C., 124
Gleazer, E. J., 5
Goldman, L., 126
Goodman, D. B., 123
Greenberg, H. F., 59
Haines, Richard, 117
Hatch, R., 35
Heenan, D., vii
Heisler, M. K., vii
Helms, D. V., 123
Hill, W. H., 102
Hollis, 71
Holton, R., vii
Hoxter, H. F., 65
Hoy, J., 4
Huntley, S., vii, 117, 125
Krajewski, F. R., 125
Jameson, S. C., vii, 117
Jensen, J., 14
Kelly, G. F., 64
Keyes, 21
Kirkendall, L., 63
Luebke, P. T., vii, 123
Maher, A., 123
McIntyre, P. K., 123
Mehrens, W., 40
Miller, R. F., 125
Mitchell, A., 57
Myer, W., 67
Netter, E. F., vii
Norris, W., 35
O'Hale, W., 120
Orr, P. G., 123
Overhouse, Marjorie, vii
Packard, V., 125
Parsons, F., 44, 67
Patterson, C. J., 123
Rich, J. O., 57
Rowe, K., 71
Russell, D., 95
Sanger, M., 64
Seeley, C., vii
Sharpe, T., 126
Shortino, M., vii, 93
Sjogren, C., vii, 125
Sly, J., vii
Soddy, K., 102
Spock, B., 59
Strain, W. H., 125
Suchar, E. W., 32
Sweeney, L. J., vi, 117
Tass, A., 4
Thomas, N. A., 124
Thomas, W. G., 123
Tolbert, E. L., 126
Useem, J., 102
Useem, R., vii, 57, 97, 102
Vest, T. J., 123
Wantz, 71
Weiner, M., 34
Werkman, S., 57, 58, 84, 87, 103, 125
West, E. A., 59
Womer, F., 40
Wrenn, C. G., 126
Wrenn, R. L., 67
Wright, G., vii
Zeran, F., 35

INDEX

Abitur, 19
Academic Year Abroad, Inc., 13
Accreditation, 5
ACTivity, 2, 30
Addiction Research Foundation, 61
Addictions Quarterly, 61
Adolescents, 38, 57, 61, 97-110
Adult Education. See continuing education.
Adult Education Association, 80
Advanced Placement Testing Program, 9, 43
Advisory Service on Private Schools, 45, 51, 57
Africa, 20, 80, 112, 121
African colleges and universities, 20
Alan Guttmacher Institute, 64
A Levels, 19, 26
Alliance for Environmental Education, 80
Alliance Francaise, 48, 72
Alternatives, Inc., 58
American Association for Gifted Children, 80
American Alliance for Health, Physical Education and Recreation, 62, 73
American Association of Collegiate Registrars and Admissions Officers, 68, 73, 80
American Association of Marriage and Family Counselors, 80
American Association of School Administrators, 66, 67, 73, 80, 123
American Association of Sex Educators and Counselors, 63
American Association of Special Educators, 46
American Association of State Colleges and Universities, 13
American Association on Mental Deficiency, 46
American College in Switzerland, 17
American College Personnel Association, 81
American College Testing Program, 2, 4, 8, 9, 10, 29, 30, 34, 39, 80, 89, 124, 125
American Council on Education, 5 71, 80
American Educational Publishers Institute, 73
American Educational Research Association, 78
American Federation of Teachers, 80
American Field Service, 47
American Friends of the Middle East, 81
American Guidance Service, 73
American Institute for Foreign Study, 50, 81
American Legion, 34
American Medical Association, 63
American Montessori Society, 81
American Personnel & Guidance Association, 65, 71, 73, 78, 81, 124
American Psychiatric Association, 81
American Psychological Association, 39, 81
American Red Cross, 59
American Rehabilitation Counseling Association, 81
American School Counselor Association, 81
American School Health Association, 61
American Speech and Hearing Association, 81
American University of Beirut, 17
American Vocational Association, 73
Arco Publishing Company, 73
Asia, 13, 17, 18, 21, 43, 97, 98, 102, 111-116
Associate degree, 14-17, 19
Association for Academic Travel Abroad, 81
Association for Children With Learning Disabilities, 46
Association for Counselor Education and Supervision, 81
Association for Humanistic Education and Development, 81
Association for Measurement in Guidance, 39, 81
Association for Non-White Concerns, 81
Association for School, College and University Staffing, 81
Association for Specialists in Group Work, 81

Association for Supervision in Curriculum Development, 66, 81
Association for the Advancement of International Education, 44, 67, 81, 122
Association of American Publishers, 73
Association of American Schools in Central America, 123
Association of American Schools in South America, 43
Association of American University Presses, 73
Association of Independent Colleges & Schools, 49, 82
Association of International Education, 25
Association of International Schools in Africa, 43, 122
Association of Overseas Educators, 82
Association of Private Universities, 20
Atlantic College, 17
Baccalaureate, 19, 123
Baker and Taylor Co., 76
Ball State University, 70
Barcelona, American College of, 14
Barron's Educational Series, Inc., 2, 3, 35, 48, 73
BEOGS, 31
Birth control, 63, 64
Birth records, 126
B'nai B'rith Career and Counseling Service, 74
Boarding schools, 45
Book distributors, 76
Boston University, 70
British-American Educational Foundation, 47
Brown, William C. & Co., 32, 74
Bureau of Apprenticeship & Training, 74
Bureau of Education and Cultural Affairs, 68. See also United States Office of Education; Office of Overseas Schools.
Business schools, 41, 42, 49
Calvert School, 42
Canada, 21, 22, 35, 74, 125
Capital Publications, 77, 78
Career information, 36, 37
Catalyst for Change, 77
Center for Extended Learning, 42
Center for International Education, 44, 67, 82, 121
Central America, 18, 122, 123
Central Michigan University, 82
Children's Press, 74
Chronicle Guidance, 4, 11, 14 34-37, 72, 77, 88
Chronicle of Higher Education, 2
Churches, 31
Citizenship, 56
College Acceptance and Admissions Service, 6, 89
College admission, vi, 1-34, 66, 69, 80, 117-121, 125
College advisor, 1-10, 88
College application, 11, 12, 91, 92, 93, 124, 125
College Bluebook, 2, 5, 42, 89
College Board News, 2, 29, 30, 77
College Entrance Examination Board, 1-10, 22, 29, 32-34, 43, 66-69, 74, 82, 85, 89, 117, 120, 124, 125
College Handbook, 2-4, 24, 89
College Level Examination Program, 9, 40, 43
College major, 4
College selection, 3-5, 66
College Student Personnel Association, 2
College Times, 2
College viewdeck, 6, 89
Columbus International College, 15
Commission on Voluntary Service Action, 49
Communities overseas, v, 52, 60
Community organizations, 52
Comparative education, 47, 65, 67, 71, 80, 82, 83, 125
Comparative International Education Society, 82
Consultant (LD), v
Continuing education, 13, 14, 42, 80
Cooperative International Pupil-to-Pupil Program, 47
Correspondence study, 13, 14, 41
Council for Exceptional Children, 46, 47, 82
Council of Graduate Schools, 82
Council on International Educational Exchange, 47, 82
Council on Inter-Racial Books, 74
Counseling and Personnel Service Information Center, 79
Counselor Education Directory, 71
Credential evaluation, 68, 125
Croft NEI Publications, 78
Cultural differences, v, 19-28, 37, 57, 59, 61

Death records, 126
Dekan, 25
Dell, 2
Deree College, 15
Dictionary of Occupational Titles, 36
Directory of Counseling Services, 57
Directory of Exceptional Children, 46
Directory of Indian Higher Educational Institutions, The, 20
Directory of Publishers, 73
Directory of State and Local Resources for the Mentally Retarded, 46
Divorce, 56
DODDS (Department of Defense Dependent Schools), 39, 110-113
Downs Syndrome, 46
Drug abuse, 56, 60-62
Drug dependence, 61
Drug education, 60-62
EARCOS (East Asia Regional Council of Schools), 43, 116
East West Center, 13
Education Digest, 77
Education Directory: Higher Education, 72
Education Products Information Exchange Institute, 82
Education Recaps, 77
Education Records Bureau, 39, 82
Education Summary, 78
Education U.S.A., 78
Educational Counseling Service, 57
Educational Daily, 77
Educational Register, 45
Educational Resources, Inc., 74
Educational Testing Service, 8, 39, 40, 68, 71-79, 82
Educator's Guide to Filmstrips, 61
Educator's Guide to Free Guidance Materials, 89
Educator's Progress Service, Inc., 61, 74, 89
Empire State College, 72
Employment, 36-38
England, 16-18, 20, 25-28, 65. See also U.K.
English as a second language, 40, 68, 86
Epilepsy Foundation, 82
ERIC (Educational Research Information Center), 66, 74, 70
European branch - APGA, 65
European Council of International Schools, 27, 39, 43, 66, 83, 122, 124
European University Institute, 72
Exceptional children, 45, 46 82, 84
Exchange programs. See student exchange programs.
Experiment in International Living, 47, 49, 83
Family Educational Rights & Privacy Act, 55
Family, overseas, 57, 58, 80, 87, 97, 98, 102, 106
Family Planning & Information Service, 63
Ferguson Publishing Co., 74
Filmstrips, 61
Financial aid, 29-34, 86, 93, 124, 125
Financial Aid Form, 29, 30
Follett Educational Corporation, 74
Follow-up study, 66, 124
Foreign language study, 8, 13-26, 48-50, 71, 72, 101
Foreign student advisor, vii, 24, 25, 84, 90
Foreign students, 3, 6, 24, 67, 68, 84, 90, 124-126
France, 15, 22, 23, 49, 72
Franklin College, 15
French Cultural Union, 49
Gault, 54
General Educational Development Test, 40, 43
Georgetown University, 86
German Academic Exchange Service, 47
Germany, 16, 17, 24, 47, 49, 72
Gifted children, 84
Goethe Institute, 49, 72
Goss vs. Lopez, 55
Graduate education, v, 16, 17, 19-28, 40, 42, 48, 49, 68, 70-72, 82
Graduate Record Exam, 40, 68
Grass Roots, 61
Greece, 15, 18
Gryphon Press, 40
Guidance Associates, 74
Guidance in Other Countries, 69
Guide to American Graduate Schools, 72
Guidepost, 78
Handbook of Private Schools, 45, 89

Harcourt, Brace, Jovanovich, 75, 88
Harper & Row, 5
Headmaster's Association, 83
Health concerns, 59
Health, Education & Welfare Department. See U.S. Office of Education.
Heath, D. C. & Co., 102
High school diploma, 19, 43
Home leaves, 7
Home study, 41-43. See also correspondence study and independent study.
Houghton Mifflin, 75
Human Sciences Press, 64
Immigration and naturalization, 56, 83
Independent Educational Counselors Association, 57
Independent study, 14, 41, 42, 84. See also correspondence study.
India, 20, 21, 110
Indiana University, 42
In re Gault, 55
Institute for European Studies, 13
Institute for International Studies in Education, vi, 66, 67 83, 102, 122
Institute of International Education, 13, 49, 67, 68, 71, 83, 122
Institutio Allende, 18
Inter-Ed., 67, 122
International Association for the Advancement of Counseling, 66, 122
International Association of Counseling Services, 58, 67
International Association of Pupil Personnel Workers, 67, 83
International Baccalaureate, 17, 123
International Christian University, 16
International Directory for Educational Liaison, 72
International Directory of Mental Retardation Resources, 46
International Education Committee of APGA, 65, 81
International Handbook of Universities, 21, 72
International Herald Tribune, 38, 49
International Planned Parenthood Federation, 64
International Reading Association, 83
International Roundtable for the Advancement of Counseling, 65, 122
International School of Manila, 43, 94, 95
International School Psychology Association, 67, 83, 122
International Schools Association, 44, 48, 83
International Schools Association Directory, 43
International Schools Services, 44, 83
Italy, 21, 72
Japan, 13, 16-18, 20, 21, 24, 25
Junior Year Abroad, 13, 14
Juvenile authorities, 61
Kalamazoo College, 13
Keio University, 16
Labor, Department of, 36
Labor market, 36-38
Language study. See foreign language.
LaSalle Extension University, 42
Learning disabilities, 46. See also exceptional children.
Lebanon, 17
Legal concerns, 38, 54-56
Letters of recommendation, 11, 12, 17
Lippincott and Company, 75, 102
Little Red School Book, 61
Los Angeles Community College, 70
Lovejoy's Guides, 5, 34, 45
Marquis, 32, 78
McGraw-Hill Book Company, 75
Medical assistance, 59, 60, 63
Mental health, 47, 61
Mental Measurements Yearbook, 40
Messner, Julian, Inc., 75
Michigan State University, vii, 40, 66, 67, 70, 88, 101
Microfiche, 2, 89
Microfilm, 2
Middle East, 81, 103
Middle States Association, 84, 88
Middlebury College, 70
Military. See United States Military.
Miller Analogies Test, 40
Mutual Health Materials Center, 75
Narcotics education, 62. See also drug education.
National Alliance Concerned with School-Age Parents, 84
National Association for Downs Syndrome, 47

National Association for Foreign Student Affairs, 44, 68
National Association for Gifted Children, 84
National Association for Public Continuing and Adult Education, 84
National Association for Retarded Citizens, 84
National Association of College Admission Counselors, 66, 67, 75, 84
National Association of Elementary School Principals, 84
National Association of Financial Aid Administrators, 34
National Association of Foreign Student Affairs, 84, 126
National Association of Private Schools for Exceptional Children, 84
National Association of School Counselors, 84
National Association of Secondary School Principals, 11, 84, 124
National Association of Social Workers, 84
National Association of Student Financial Aid Administrators, 35
National Association of Trade and Technical Schools, 50
National Catholic Guidance Conference, 81
National Center for Information on Careers, 36
National Commission of Cooperative Education, 35
National Consortium for Child Mental Health Services, 47
National Coordinating Council on Drug Abuse Education and Information, 61, 62
National Education Association, 64, 84
National Employment Counselors Association, 81
National Examinations, 20
National Family Council on Drug Addiction, 62
National Home Study Council, 41, 84
National Institute of Mental Health, 61
National Liaison Committee on Foreign Student Admissions, 68, 85, 90
National Merit Scholarship Foundation, 7, 10, 31, 85
National Psychological Association, 85
National Retired Teachers Association, 85
National School Boards Association, 85
National School Public Relations Association, 78
National Science Foundation, 71
National Student Association, 51, 86
National University Extension Association, 14, 42, 70
National Vocational Guidance Association, 81
Naturalization and immigration, 56, 84
Near East/South Asia Council of International Schools, 44, 55, 85, 117
Netherlands, 16, 25
Netherlands School of Business, 16
New England College, 18
New Readers Press, 64
New York Times, 2, 14, 50
New York University, 13
Non-traditional education, 72, 86
North Central Association of Schools and Colleges, 85
Northwest Association of Schools and Colleges, 85
Numerus clausus, 20
Occupational information, 36, 37
Occupational Outlook Handbook, 37
Occupational Outlook Quarterly, 36, 37
Occupational viewdeck, 88
Office of Education. See United States Office of Education.
Office of International Education (CEEB), 67, 69, 124, 125
Office of Overseas Schools, 1, 44, 66, 67, 69, 85, 120, 122. See also U.S. Office of Education.
Ohio State University, 79
Oklahoma State University, 70
O Levels, 26
Overseas Counselors' Manual, 69, 90
Pace College, 13
Parents' confidential statement, 29, 30, 33
Paris, American College in, 15
Peabody College, 70

Personnel and Guidance Journal, 69
Pharmaceutical Manufacturer's Association, 62
Philippines, 21
Pierce College, 18
Planned parenthood, 63, 64
Police, 56, 60
Prakken Publications, 77
Pregnancy, 15
Preliminary Scholastic Aptitude Test, 6-10
President's Commission on Marijuana and Drug Abuse, 62
Private schools, 45, 84, 89
Privileged communications, 55
Profile, 37
Profiles of Philippine Universities & Colleges, 21
Psychological Corporation, 40, 75
Psychologist, v, 57, 111-116
Psychology in the Schools in International Perspective, 67, 69, 126
Public Offender Counselor Association, 81
Publishers, 73-77
Quadrangle Books, 75
Racism and Sexism Resource Center for Educators, 75
Referral, vii, 57, 58, 65
Rehabilitation, 6, 45, 81. See also exceptional children.
Report on Education Research, 78
Resource Book for Drug Abuse Education, 62
Retarded children. See exceptional children.
Review of Educational Research, 78
Richmond College, 16
Role of the counselor, v, 11, 19
Rolling Stone, 110
SACU, 22
Sargent, Porter; publishing, 18 44-46, 49, 58, 75, 89
SAT (Scholastic Aptitude Test), 6, 8-10
Schiller College, 16, 70
School and College Advisory Center, 6, 45, 51, 89
School Counselor, 69
School directories, 41-50
School Management Institute, 77
School nurse, 59
School Product News, 77
School profile, 12, 94, 95
Schools abroad, 89
Science Research Associates, 36, 37, 75, 88
Scott, Foresman and Company, 75
Secondary School Admission Test, 40, 85
Seisen Women's College, 18
Senior year, 3, 4
Sex education, 63, 64
Sex Information and Education Council of the U.S. (SIECUS), 63, 64
Simon & Schuster, 5, 32, 34, 61, 76
Smith College, 13
Social security, 10, 85
Social worker, v
Society for Intercultural Education Training and Research, 85
SOFA (Status of Forces Agreement), 54
Sophia University, 18
Southern Association of Schools and Colleges, 85
Southern Christian Leadership Conference, 50
Spain, 14-16
Special children. See exceptional children.
Standard Educational Almanac, 78
Standardized testing, 39, 40, 43
Stanford University, 13
State University of New York (SUNY), 72
Student exchange programs, 48, 102
Student Search Service, 6, 7
Study abroad, 19, 35
Successful School Administration, 77
Suicide, 87
Summer employment, 38, 49, 105
Summer schools, 47-49, 71
Survey Report on College Guidance, 1, 117-121
Switzerland, 15, 43
Switzerland, American College of, 15
Synanon Foundation, 62
Teacher Drop-Out Center, 86
Teacher Insurance and Annuity Association of America, 86
Teachers of English to Speakers of Other Languages, 86
Technical schools, 50
Test scoring, 40
Third culture children, 57, 97-110
Thomas, Charles C., publisher, 76
Tinker vs. DesMoines, 55
Title IX, 55
TOEFL, 40, 68

Trade schools, 48-50
Transfer credit, 14
Tuition, 2, 30
Tutoring, 52
Underachieving students, 46, 52
Undergraduate education, 1-34, 42, 43, 47-50, 70-73, 88-90, 94, 95
UNESCO (United Nations Educational, Scientific and Cultural Organization), 21, 35, 50, 65, 111
United States International University, 17, 70
United States Military, 17, 32, 38, 39, 42. 43
United States Office of Education, ix, 33, 34, 41, 46, 68, 71, 80
United States Travel Service, 86
Universities Handbook, 21
University directories, 2-5, 13, 14, 20, 21, 24, 25, 27, 34, 41, 42
University of the Americas, 18
University of Arkansas, 71
University of California, 42, 82
University of Evansville, 17
University of Houston, 44, 67, 82, 121
University of Maryland, 17, 71
University of Miami, 117
University of Michigan, vii, 40, 79
University of Missouri, 42, 117
University of Nebraska, 42
University of North Carolina, ix, 8, 120
University of Pittsburgh, 85
University of Sacred Heart, 18
University of Southern California, 71
University of Tennessee, 42
University of Toronto, 75
USAFI (United States Armed Forces Institute)
Vacation and work, 48
Vandalism, 56
Venereal disease, 63
Viewdeck, 6, 37, 88, 89
Viking Press, 72
VISIT, 48
Vocational biographies, 76
Vocational guidance materials, 36-38, 76, 88
Vocational Guidance Quarterly, 36, 37, 69
Vocational interest tests, 3
Wales, 17
Waseda University, 17
Washington Counseletter, 79
Wayne State University, 71
Western Association of Schools and Colleges, 86
Western Association of Student Financial Aid Administrators, 86
WHO (World Health Organization), 65, 97
Wood vs. Strickland, 55
World List of Universities, 21
Youth for Understanding, 48, 51, 86

About the Author

Thomas J. Donahue holds a Ph.D. from Michigan State University, an Ed.S. and A.M. from the University of Michigan, and a B.S. from the University of Dayton.

After teaching at various high schools in Pennsylvania, Michigan, and Ohio, he held positions as Director of Guidance at the John F. Kennedy School in West Berlin, counselor at the American School of The Hague in the Netherlands, and Director of Student Services at Waverly Schools in Lansing, Michigan. Currently he is Principal at the Taipei American Secondary School in Taiwan. In addition, he has taught classes at Eastern Michigan University, Michigan State University, University of Maryland, and Lansing Community College.

Coordinator for Western Europe on the American Personnel and Guidance Association's International Education Committee, he has published articles and contributed to texts on guidance, counselor bias towards women, adoption, standardized testing, and vocational development.

144